Chapter 5: Components of an Effective Language Instruction Educational Program

5.1 Comprehensive Program Plan

Title III (Sec. 3115 (a)) of the Every Student Succeeds Act (ESSA) 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 Language Instruction Educational Programs (LIEPs).

Colorado districts, schools, and public charter schools must appropriately identify Multilingual Learners (MLs), analyze multilingual learner performance, and implement and evaluate evidence-based Language Instruction Educational Programs (LIEPs). Most districts, schools, and public charter schools use a combination of approaches, adapting their instructional model to the size and needs of their ML population. An effective LIEP plan needs to be comprehensive and to ensure its ongoing value, it needs to be viewed by district, school, and public charter school staff as containing useful information. The LIEP plan should contain enough detail and specificity so that each staff person can understand how the plan is to be implemented and should contain the procedural guidance and forms they need to use to carry out their responsibilities under the plan.

The Office for Civil Rights (OCR) reports that LIEP Plans are most useful when they contain sufficient detail to fully inform staff of each action step in the plan. Many districts, schools, and public charter schools have found that it is useful, when developing or revising plans, to establish a committee or work group that includes administrators, teachers (both ML program teachers and regular classroom teachers), educational assistants, school counselors, and other staff who work with the district's ML student population. The district, school, and public charter school may also want to include parents, students, or community representatives who work with the same students in other settings. By working with a group that includes these stakeholders, the district, school, and public charter school can receive more comprehensive input from those whose support and efforts may be important to the success of ML programs. Inclusive approaches in program design and development tend to promote overall community awareness and support and can draw upon valuable resources during program evaluation and program improvement activities. To create an effective District LIEP Plan the following components should be considered:

- ML student demographic information (include growth patterns and trends if possible)
- Assessment matrix for MLs
- Instructional program and educational approaches for MLs
- Scheduling guide for service (service delivery plan)
- Special populations: Migrant, Native American, Gifted Education, or Special Education
- Research based instructional strategies/programs
- Redesignation, monitoring and exiting criteria and procedures
- Interventions
- Professional development
- Parent involvement
- Language performance data and goals
- Program evaluation

For information, visit Developing Programs for English Language Learners

Recruiting, developing, and retaining excellent educators is essential in order to ensure that ML program models successfully achieve their educational objectives. Colorado Title II, Part A is intended to improve the quality and effectiveness of educators, increase the number of educators who are effective in improving student academic achievement in schools. Local Educational Agencies (LEAs) must hire an adequate number of teachers who are qualified to provide ML instruction, and core-content teachers who are highly qualified in their field as well as trained to support ML students. These teachers must meet state and LEA program requirements and have mastered the skills necessary to effectively teach in the districts, schools, and public charter schools' ML program.

For tools and resources, visit Staffing and Supporting an English Learner Program Chapter 3,

For more information, visit Guides and Practical Ideas for Evaluating Educators

For more information, visit Colorado Educator Licensure Requirements,

See Appendix B found in Chapter 4 for more information about what districts, schools, and public charter schools can do to meet the needs of a linguistically diverse population. Briefly they include Lessons Learned and Best Practices: a schoolwide vision and collaborative approach to all aspects of program design and implementation, language development strategies, high level engagement, collaboration, and cooperative learning in curricular activities in the context of a supportive district leadership. In addition, the Office of English Language Acquisition (OELA), has developed an *English Learner Tool Kit* intended to help State and Local Education Agencies (SEAs and LEAs) in meeting their obligations to Multilingual learners. The OELA Tool Kit should be read in conjunction with the U.S. Department of Education Office for Civil Rights' and the U.S. Department of Justice's Dear Colleague Letter (DCL) "English Learner Students and Limited English Proficient Parents," published in January 2015, which outlines SEAs' and LEAs' legal obligations to MLs under civil rights laws and other federal requirements.

5.2 Standards and Instruction

Regardless of the LIEP model selected, a well-designed, evidence-based program and effective classroom practices for MLs 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 MLs to learn content area concepts as they acquire English.

The mastery of content requires that teachers of MLs use an appropriate LIEP model, such as bilingual education or English as a Second Language (ESL), that incorporates strategies to make content comprehensible. Instruction needs to be organized to promote second language acquisition while teaching cognitively demanding, grade level appropriate material (Peregoy & Boyle, 1997) (Gottlieb, M., & Ernst-Slavit, G, 2014) (Snyder, S.C. & Fenner, D.S., 2021).

Appropriate instruction for MLs addresses the core curriculum while providing 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 varying English Language proficiency levels (Christison, M., & Murray, D.E., 2021) (Lyster, R., & Tedick, D.J., 2019). This is commonly referred to as "sheltering" the instruction.

To maximize opportunities for language use and content mastery, MLs' social and emotional needs must 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). Kottler, J.A., & Street (2007) suggests that providing structured classroom rules and activity patterns and setting clear expectations fosters an environment of regularity and acceptance. Ideas to accomplish this include, but not limited to are:

- Incorporate activities that maximize opportunities for language use to challenge students' ability to communicate ideas, formulate questions, and use language for higher order thinking.
- Realize that some MLs may be members of a culture with different customs or views about asking questions, challenging opinions, or volunteering to speak in class. Allow each student to listen and produce language at their own speed.
- Incorporate multiple languages in signs around the school and display pictures, flags, and maps from students' countries of origin in the classroom.
- Incorporate culturally responsive instruction into the classroom by inviting students to share information about their backgrounds. However, do not expect them to act as a spokesperson for their culture.

Key Components of a Standards-Based Classroom

Grade Level Content Standards *that describe essential knowledge and skills are fully and clearly expressed and understood by both teacher and students. Content area learning is supported by instruction in the English language proficiency standards.*

English Language Proficiency Standards *that address the language of the content areas at the word/phrase, sentence, and discourse dimensions of academic language.*

Instruction—*Curriculum, instructional techniques and materials used by the teacher support student access to the standards.*

Assessment—*Classroom assessments are valid and reliable measures of the relevant standards.*

Student Learning—*Learning methods used by students connect logically to the relevant content standards, English language proficiency standards, and assessments.*

Students might come from backgrounds with different academic and family expectations and different levels of awareness about the expectations for parent involvement in their education. Sharing school norms related to parent and family involvement with the school and ways to support their student at home can build a relationship that enhances student success.

Classroom Focus—Classrooms should foster language acquisition and access to grade level content area standards and can be comprised of MLs and English proficient students; the common goal is to promote language acquisition regardless of home language. 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 themes

Newcomers

New MLs can be any age and grade level, and older students may have some additional needs. One way to address the needs of second language learners who are new to the U.S. is through newcomer programming. MLs who are recent immigrants 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, academic skills, and social opportunities to help ease the transition into a new culture, schools are providing a supportive environment and a greater opportunity to learn.

Teachers and counselors can work with MLs in a Newcomer Center to conduct comprehensive assessments, provide an initial orientation to the school and the U.S. school system and prepare MLs for success in the established LIEPs already in place (CREDE). Districts, schools, and public charter schools should have compensatory and supplemental academic instruction available to students who participate in newcomer programs in order to ensure that students are prepared to participate in the grade level curriculum within a reasonable time period (DOJ/OCR Letter, 2015).

Additionally, some MLs may be more mobile; moving from school to school, can disrupt the continuity of instruction. Schools need to accommodate these students as they enter and exit programs by ensuring that newcomer and appropriate ML instruction is available at all grade levels. Providing students with materials and records to take to their next school can also ease the transition.

A number of papers and toolkits have been created to assist districts, schools, and public charter schools with newcomer programming. For more information, see resources below:

- U.S. Department of Education Newcomer Toolkit
- CCSSO, Understanding and Supporting the Educational Needs of Recently Arrived Immigrant English Learner Students
- REL Welcoming, Registering, and Supporting Newcomer Students: A Toolkit for Educators of Immigrant and Refugee Students in Secondary Schools
- Migration Policy Institute, Beyond Teaching English: High School Completion by Immigrant and Refugee Students
- Practical Guidelines for the Education of English Language Learners: Research-Based Recommendations for Serving Adolescent Newcomers

Colorado English Language Proficiency Standards

English Language Proficiency (ELP) standards are required by Colorado state and federal law. On December 10, 2009, the Colorado State Board of Education voted unanimously to adopt the English Language Development (ELD) standards developed by WIDA as the Colorado English Language Proficiency (CELP) Standards. Grounded in scientific research on best educational practices in general, English as a Second Language (ESL) and bilingual education, WIDA created and adopted its comprehensive ELP standards which address both social and academic English.

Can Do Philosophy

The WIDA Can Do Philosophy articulates the foundational belief that multilingual learners bring a unique set of assets (linguistic, cultural, experiential, social-emotional) that have the potential to enrich the experiences of all learners and educators. As students learn additional languages, educators can draw on these assets for the benefit of both the learners themselves and for everyone in the community. By focusing on what multilingual learners can do, educators send a powerful message that students from diverse linguistic, cultural, and experiential backgrounds contribute to the vibrancy of K–12 schools (Adapted from WIDA, 2019).

For more information, visit WIDA's Can Do Philosophy on the CELP Resource Library Theoretical Framework

CELP Standards Framework

The CELP Standards and accompanying instructional resources provide a foundation for ML instruction and assessment and are an essential guide for all educators in providing MLs with English language development instruction and access to grade level academic content. The components of the WIDA ELD standards framework interact and influence each other in the design of curriculum, language instruction, and assessment of multilingual learners. Educators and school leaders may consult the framework to support the specific needs of their districts, schools, and public charter schools, schools, and individual students (Adapted from WIDA, 2012).

An important feature of the WIDA standards framework is the explicit connection to state content standards, as illustrated by the CELP Standards themselves. There are five CELP Standards.

Colorado English Language Proficiency (CELP) Standards for K–12

WIDA ELD Standards Statements
English Language Development Standard 1: English language learners communicate for **Social and Instructional** purposes within the school setting
English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**
English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**
English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**
English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**

Adapted 2020, to view the original table, go to WIDA English Language Development Standards Framework, 2020 Edition, Kindergarten - Grade 12, For more information on the CELP Standards, visit CELP Standards page

Colorado Academic Standards

Colorado Academic Standards (CAS) reflect instructional practices valued by Coloradans and provide a roadmap to help ensure students are successful in college, careers, and life. The ultimate goals of the academic standards are that every student's educational experience is comprehensive, challenging, congruent, connected, and choice-broadening.

To learn more about the Colorado Academic Standards, view the 2020 Colorado Academic Standards Fact Sheet and visit the Office of Standards and Instructional Support.

Alignment Between the Standards

The adoption of the Colorado English Language Proficiency (CELP) Standards and the Colorado Academic Standards (CAS) provides all teachers with a foundation to align language and content instruction. Alignment of these standards provides a focus on the English language scaffolds needed for access to grade level content instruction.

5.3 Guiding Principles of Language Development

WIDA's Guiding Principles of Language Development outline the language acquisition research utilized by WIDA to develop the ELD Standards Framework. The Guiding Principles of Language Development may be shared with educators, parents, and families and are available in 14 languages through the WIDA Resource Library or Theoretical Framework webpages below. These resources cite the research base behind each Guiding Principle, and are also available in an illustrated format, which may feel more student and community friendly.

WIDA Resource Library

CELP Standards Resource Library: Theoretical Framework

Big Ideas of the Framework

The WIDA ELD Standards Framework is founded on four Big Ideas: 1) Equity of opportunity and access, 2) Integration of content and language, 3) Collaboration among stakeholders, and 4) Functional approach to language development are found in Figure F-1, on page 355 of the **WIDA English Language Development Standards Framework, 2020 Edition, Kindergarten - Grade 12** and are interwoven throughout the document. The four Big Ideas support standards-based instruction that is student-centered and culturally responsive (Adapted from WIDA English Language Development Standards Framework, 2020).

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Equity of Opportunity and Access

"WIDA has historically grounded its work in language development standards as a driver of equity for multilingual learners in curriculum, instruction, and assessment." The WIDA ELD Standards Framework, 2020 edition reflects WIDA's continued commitment to these goals.

Integration of Content and Language

All editions of the WIDA English Language Development (ELD) Standards Framework have reflected the belief that MLs learn best when content and language are taught together. Integration of language and content is critical in the planning and delivery of instruction for multilingual learners. For more information on the integration of content and language, visit CELP Resource Library Language and Content.

Collaboration among Stakeholders

Collaboration between classroom/content area teachers and ESL/bilingual educators is key to educating MLs. The WIDA ELD Standards Framework, 2020 edition provides educators with tools and resources for collaborative planning for the integration of language and content instruction.

Functional Approach to Language Development

Language is organized around its communicative purpose. For MLs to achieve communicative competence, they need to understand the purpose for communicating and be able to recognize and use the grammatical forms and organizational patterns that support that purpose. The advantage of a functional approach is that language is not taught for its own sake; rather it demonstrates how language operates in all areas of the curriculum (Derewianka, 1990). When educators make language functions explicit, they define more fully the tasks that students must be able to perform in the content areas (Chamot & O'Malley, 1994) and can help to focus students and teachers on meaning-making (Gee, 2008; Moschkovich, 2002). The WIDA Standards Framework emphasizes a functional approach to language development.

For more information on the functional approach to language, visit CELP Resource Library Functional Language

Key Language Uses

The WIDA ELD Standards Framework, 2020 edition explores several ways of looking at the integration of content and language. One way is through four Key Language Uses. Key Language Uses are the four language functions that WIDA has found occur most frequently in the content areas. WIDA created grade level cluster materials that are organized by each standard and illustrate ways to teach these key language uses to provide multilingual learners with access to grade level content standards. The four Key Language Uses are: Narrate, Inform, Explain, Argue.

The Features of Academic Language

The Features of Academic Language, found on page 5 of the WIDA's 2012 Amplification of the ELD Standards, Kindergarten – Grade 12, delineate academic language features across three dimensions of language: Discourse, Sentence, and Word/Phrase. These dimensions of language operate within sociocultural contexts for language use and involve the interaction between the student and the larger environment, encompassing register, genre/test type, topic, task/situation, participants' identities, and social roles. Educators may use the Features of Academic Language below to analyze students' oral and written language as well as to analyze texts students will hear or read.

The Features of Academic Language operate within sociocultural contexts for language use.

Dimension	Performance Criteria	Features
Discourse	**Linguistic Complexity** *(Quantity and variety of oral and written text in communication)*	• Amount of speech/written text • Structure of speech/written text • Density of speech/written text • Coherence and cohesion of ideas • Variety of sentence types to form organized text
Sentence	**Language Forms and Conventions** *(Types, array, and use of language structures in communication)*	• Types and variety of grammatical constructions • Mechanics of sentence types • Fluency of expression • Match language forms to purposes/perspectives • Formulaic and idiomatic expressions
Word/Phrase	**Vocabulary Usage** *(Specificity of word or phrase choice in communication)*	• General, specific, and technical language • Multiple meanings of words and phrases • Nuances and shades of meaning • Collocations and idioms

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the…

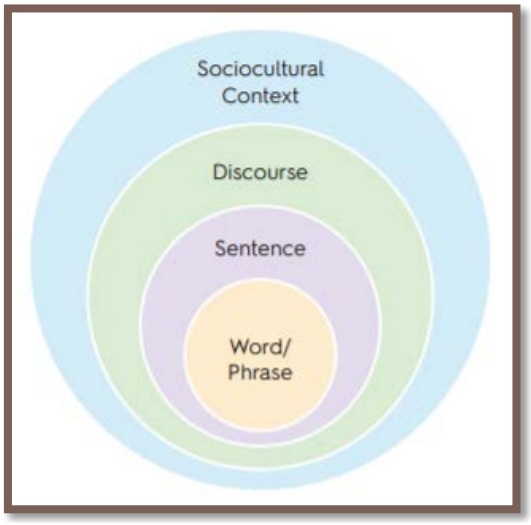
- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles

Copyright 2012, WIDA 2012 Amplification of the English Language Development Standards Kindergarten - Grade 12

Dimensions of Language Within a Sociocultural Context

The Dimensions of Language within a Sociocultural Context are further conceptualized in this visual representation, found on page 32 of the WIDA ELD Standards Framework, 2020 edition. This visual illustrates how the dimensions of language operate within a sociocultural context. Furthermore, this visual representation demonstrates how the discourse dimension conveys the overall meaning of an entire text or conversation but is supported by the sentence and word/phrase dimensions. The sentence dimension forms the organization, cohesion, and complexity of the text. While the word/phrase dimension adds precision through specific use of vocabulary.

These dimensions of language are further delineated by grade level span in WIDA's grade-level cluster materials and Proficiency Level Descriptors (PLDs).



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Scaffolding Instruction

All editions of the WIDA ELD Standards contain instructional resources for scaffolding instruction. The WIDA ELD Standards Framework, 2020 edition contains grade-level cluster materials, (starting on page 39), which are set up by key language use and include sample language features for teaching the given key language use within the content area.

For information on WIDA's various instructional resources and other recommended instructional resources that address the CELP Standards, visit The CELP Resource Library Scaffold and Support Language.

Proficiency Level Descriptors

Proficiency Level Descriptors (PLDs) are a detailed description of MLs' interpretive and expressive language across six levels of English Language Proficiency (ELP). They describe typical ways MLs might develop and use English toward the end of each language proficiency level. Each end-of-level descriptor includes and builds on previous proficiency levels. For example, PL4 = PL1 + PL2 + PL3 + PL4). However, educators should keep in mind that language development is not a linear process. "At any given point along their continua of language development, multilingual learners may demonstrate a range of abilities within and across each proficiency level" (WIDA ELD Standards Framework, pg. 31, 2020).

PLDs are set up by grade level band, and there are two PLDs per grade level band, an expressive communication PLD and an interpretive communication PLD. They may be used to scaffold instruction, set student goals, and progress monitor across various levels of language proficiency. Proficiency level descriptors should not be used as the only example of student abilities, to limit access to grade level materials or participation in rigorous learning, or as the sole evidence in high stakes decision making, such as identification for special education services. For more information on how to use WIDA's PLDs, see page 34 of the WIDA ELD Standards Framework, 2020 edition. To access the PLDs by grade level, see pages 58-59 for kindergarten, pages 80-81 for 1st grade, pages 102-103 for 2nd-3rd grades, pages 136-138 for 4th-6th grades, pages 172-175 for 6th-7th grades, and pages 210-213 for 9th-12th grades.

For more information on the use of proficiency level descriptors and other formative language assessments, visit CELP Resource Library Formative Assessment

For additional resources that address the CELP Standards, visit CELP Resource Library

5.4 Colorado READ Act

Achieving reading competency by the end of third grade is a critical milestone for every student and is a predictor of ongoing educational success. Early literacy development is not only critical to a child's success, but it is also one of Colorado's top education priorities. The Colorado Reading to Ensure Academic Development Act (READ Act), passed by the Colorado Legislature in 2012, places a focus on early literacy development for all students and especially for students at risk of not achieving 3rd grade reading proficiency. The READ Act focuses on kindergarten through third grade literacy development, literacy assessment, and individual READ plans for students reading significantly below grade level.

Recognizing the unique language and literacy needs of Multilingual Learners (MLs) to become proficient readers in English, the Colorado Department of Education (CDE) has created this guidance for implementation of the READ Act. Colorado local education providers (defined as a school district, a board of cooperative services, a district charter school, or an institute charter school) have the authority to approach implementation of the READ Act with multilingual learners in ways that are appropriate for their local context and individual needs of students and are responsible for doing so in alignment with the requirements and intent of the READ Act and in compliance with other relevant state and federal guidelines. Recognizing the unique language and literacy needs and opportunities of MLs to become proficient readers in English, CDE has created this guidance for implementation of the READ Act as it relates to multilingual learners. This guidance has been developed to provide parameters for districts to use when developing local policies and practices to support the literacy development of MLs who are receiving literacy instruction in English or Spanish.

Context for Implementing the READ Act with Multilingual Learners

Supporting the language and literacy development of multilingual learners requires instruction and programming that reflect their unique learning needs. Goldenberg (2013) identified three research-based principles of effective instructional practice for multilingual learners:

- generally effective instructional practices are likely to be effective with MLs;
- multilingual learners require additional instructional supports, and
- ML's home language can be used to promote academic development.

The intent of the READ Act is to prevent reading gaps from developing by providing best, first literacy instruction and to act quickly when students fall behind. Because of this, the rules for the READ Act define the attributes of effective universal classroom instruction. At the school level, effective instruction requires a multi-tiered system of supports that provides students with differentiated instruction based on students' needs. Also, school leaders should ensure that students receive 90 minutes of daily reading instruction and that there is a scope and sequence so that reading instruction follows a developmentally appropriate progression. At the classroom level, literacy instruction should:

- **based on the Colorado Academic Standards (CAS) and Colorado English Language Proficiency (CELP) Standards**
- **be guided by assessment**
- **follow a reading development continuum**
- **address oral language and the five components of reading (which include phonemic awareness, phonics, fluency, vocabulary, and reading comprehension)**

For multilingual learners, effective universal instruction must also provide the individualized linguistic supports and scaffolds necessary to ensure access to grade-level literacy content. Additionally, all identified MLs must be provided targeted English Language Development (ELD) instruction through a Language Instruction Educational Program (LIEP) that is research-based and independent from literacy instruction.

The rules for the implementation of the READ Act also define the attributes of effective targeted and intensive literacy intervention instruction that may be necessary when a student is at risk for reading difficulties. Provided in addition to core literacy instruction, literacy intervention instruction should:

- address one or more of the five components of reading with intentional focus on identified area(s) of deficit according to interim and diagnostic assessments (phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension).
- be delivered with sufficient intensity, frequency, urgency, and duration.
- be guided by data from diagnostic, interim, and observational assessments focused on students' areas of need.
- be directed by an effective teacher in the teaching of reading.
- utilize a scope and sequence that is delivered explicitly with judicious review, allowing for active and engaged students.
- be delivered in a small group format.

Literacy intervention instruction for MLs should be carefully planned to provide the individualized linguistic supports and scaffolds necessary to ensure MLs can access the content of the intervention and should be provided in addition to, not in place of, core literacy instruction and the LIEP.

Creating opportunities in core programming and intervention instruction to honor and utilize a student's home language and experiences can enhance and encourage development of new literacy skills. Understanding similarities and differences between English and the home language, identifying cognates, incorporating culturally relevant texts and materials throughout instruction, and encouraging parents and families to continue developing home language literacy skills at home are some examples of how educators can promote academic development using the home language.

READ ACT Requirements for Assessing Mulitlingual Learners

The READ Act specifies that educators make data-informed decisions in order to target early support so that all students are reading at grade level by third grade. Specifically, the READ Act requires that all students in kindergarten through third grade, including multilingual learners, be assessed using a state board approved interim reading assessment to determine whether a student is at risk of having a Significant Reading Deficiency (SRD). All students in grades one through three must be assessed within the first 30 days of enrollment. Kindergarten students must be assessed within the first 90 days of enrollment; however, if the district administers the assessment within the first 60 days of the school year, they may use the READ Act assessment to complete the literacy component of the school readiness assessment adopted pursuant to section 22-7-1004(2)(a), C.R.S.

In October 2017, the State Board amended rules which provide districts with the authority to make certain decisions locally when implementing the READ ACT as it relates to multilingual learners. Detailed assessment guidance for multilingual learners can be found on the Colorado READ Act webage.

Determining a Significant Reading Deficiency for Multilingual Learners

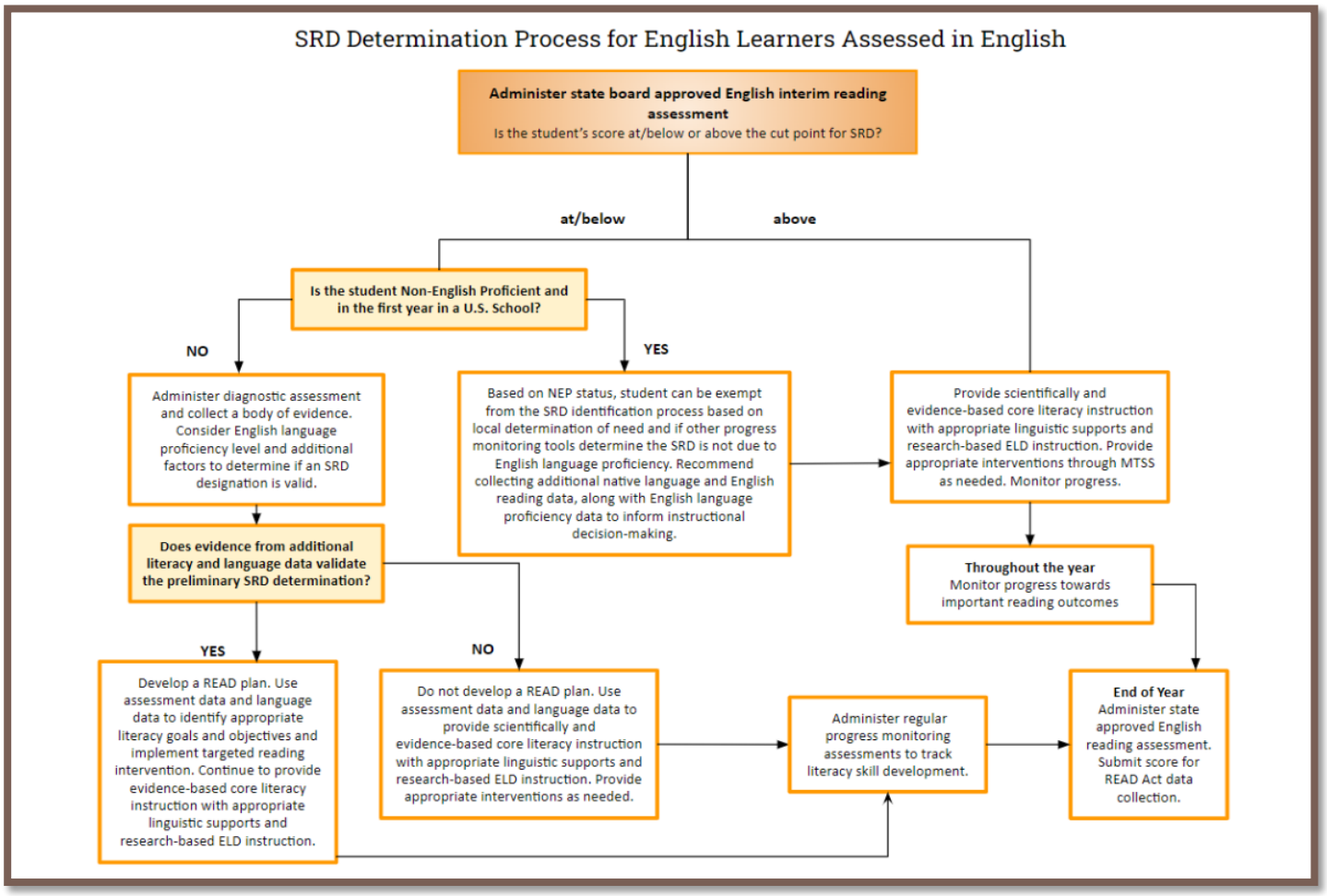
If scores on the state board approved interim reading assessment indicate a student may be at risk of having a significant reading deficiency, the READ Act requires administration of a state board approved diagnostic assessment within 60 days of the initial interim assessment to pinpoint the specific area(s) of the reading deficiency. Approved diagnostic reading assessments are available in both English and Spanish. Data from these assessments along with an additional body of evidence about a student's academic performance are used to determine if a student has an SRD and must be placed on a READ plan. For MLs, the SRD determination process includes consideration of a student's English language proficiency level and additional data from English language proficiency assessments and native language reading assessments, when available. When analyzing the body of evidence to confirm or refute an SRD designation for multilingual learners, several factors may be considered, including:

- Length of time the student has been enrolled in a U.S. school
- English Language proficiency data and growth over time
- Native language literacy assessment data
- Progress over time on English literacy assessments
- Language and literacy progress in relation to ML peers
- Historical background of the multilingual learners' LIEP(s)

The READ Act and EL Assessment Guidance supports districts, schools, and public charter schools with identification of SRD for multilingual learners in three instances:

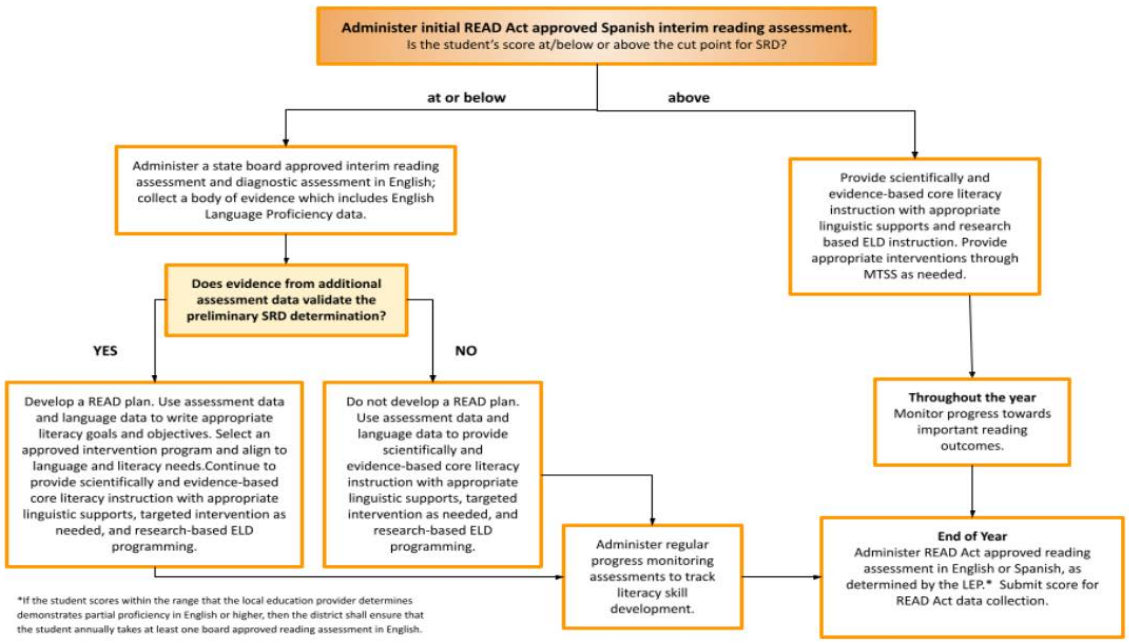
- Non-English proficient students in their first year in a U.S. school
- Multilingual learners who are beyond their first year in a U.S. school assessed in English
- Multilingual learners who are beyond their first year in a U.S. school and who are native Spanish speakers assessed in Spanish

The following flow charts found in the *READ Act and EL Assessment Guidance* are used to support local education providers in understanding and implementing the requirements and obligations of the READ Act with regards to multilingual learners. Refer to the *READ Act and EL Assessment Guidance* for more information about considerations for selecting the language of assessment.



SRD Determination Process for English Learners who are Native Spanish Speakers Assessed in Spanish and who Receive Literacy Instruction in English

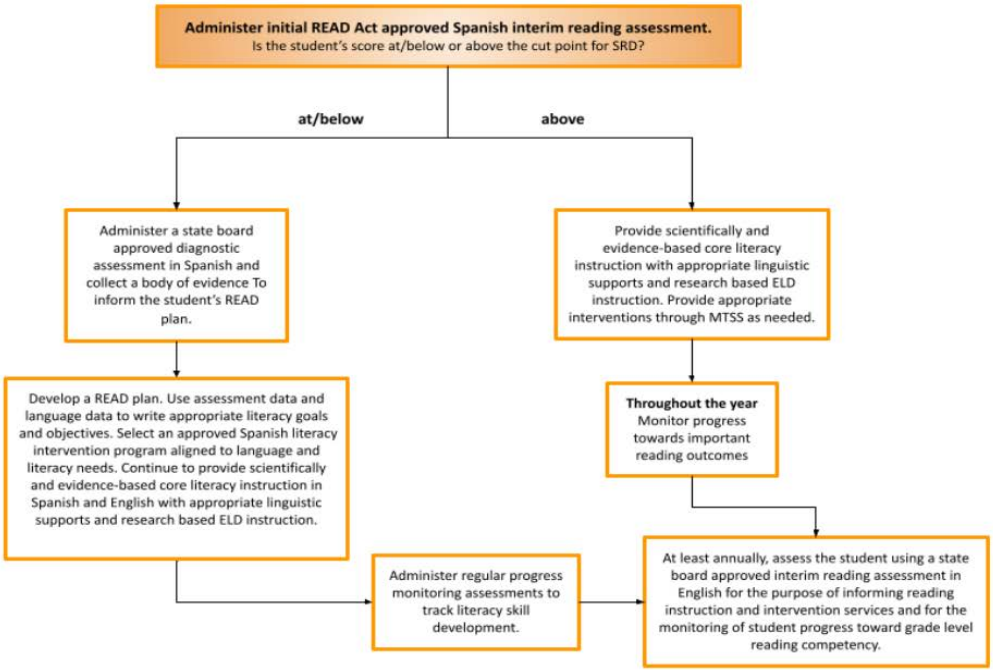
Districts who have K-3 students who are English learners and whose native language is Spanish shall determine, using English language proficiency ranges, whether the student takes the state board approved interim reading assessment in English or Spanish. In determining whether a student continues taking the reading assessments in Spanish, each district shall review the student's score on the most recent English language proficiency (ELP) assessments (ACCESS for ELLs, Kindergarten ACCESS, Alternate ACCESS). If the student is not yet partially proficient in English, the district may choose to assess in Spanish.



*If the student scores within the range that the local education provider determines demonstrates partial proficiency in English or higher, then the district shall ensure that the student annually takes at least one board approved reading assessment in English.

SRD Determination Process for English Learners Assessed in Spanish and who Receive Literacy Instruction in Spanish and English

For students who receive literacy instruction in both English and Spanish, the LEP may opt to utilize a state board approved interim reading assessment in Spanish to determine whether the student has a significant reading deficiency. In these instances, students shall also be assessed once annually using a state board approved interim reading assessment in English for the purpose of informing reading instruction and intervention services and for the monitoring of student progress toward grade level reading competency.



Use of WIDA ACCESS Assessments

Districts may utilize a robust body of evidence to either confirm or refute the existence of an SRD multilingual learners. When an ML student beyond their first year in a U.S. school is assessed in English, additional evidence may be used to refute an SRD determination if the evidence supports that the scores on the interim reading assessment are influenced primarily by the student's English language proficiency level rather than an accurate representation of the student's early literacy skills. Acceptable evidence includes English Language Proficiency (ELP) assessments (ACCESS for ELLs, Kindergarten ACCESS, Alternate ACCESS), native language interim reading assessment data, or other locally determined valid and reliable data related to the student's English proficiency level (e.g., WIDA Model, WIDA Screener* assessments).

If an SRD determination is not confirmed, the interim reading assessment data should be used to identify the appropriate literacy and English language development instruction to ensure the student continues to make progress in acquiring the foundational skills of literacy as well as in English language development. MLs assessed with an English interim reading assessment whose SRD status is refuted based on additional evidence related to English language proficiency are exempt from retention considerations as an intervention strategy in compliance with the READ Act.

Developing READ Plans for Multilingual Learners

If a multilingual learner is determined to have a significant reading deficiency, a READ plan must be developed. Given the unique language and literacy needs of MLs, the department has created an example plan specific to multilingual learners. The sample READ plan for MLs contain the required components of a READ plan which includes components for an individual English Language Development Plan.

The sample READ plan is an example, not a required template. Districts can determine the format and the name of their plans. The intent of the sample is to illustrate the areas of English language and literacy development a teacher should consider when planning instruction and intervention for MLs.

Refuted SRD Designation - Programming Considerations for Multilingual Learners

Information gleaned from English language proficiency and literacy assessments should be used to inform appropriate instruction for MLs whether or not an SRD determination is made. This will ensure continued support for both language and literacy development. As stated in statute, if a student's reading skills are below grade-level expectations, as adopted by the state board, but the student does not have a significant reading deficiency, the district shall ensure that the student receives appropriate interventions through the multi-tiered systems of supports or a comparable intervention system. At a minimum, the district shall ensure that the student receives educational services in a daily literacy block for the length of time identified as effective in research relating to best practices in teaching reading (C.R.S 22-7-1206(2)(a).

For multilingual learners, the instruction provided during the daily literacy block as well as any intervention should be scaffolded with appropriate linguistic supports based on the English language proficiency level of the student to ensure access to literacy instruction. In addition, MLs are entitled to and must receive targeted English language development instruction, independent from literacy instruction, as part of their universal instruction. This instruction should be provided through a research-based LIEP determined by the district, in addition to, and not in place of, core literacy instruction or any additional literacy interventions provided.

Where can I learn more about…

- K-3 Educator Reading Training Requirements
- Colorado READ Act Rules
- CELP and WIDA ELD Standards

** The full transition and requirement to administer WIDA Screener for Kindergarten began August 2022. The W-APT is no longer available and was replaced with WIDA Screener for Kindergarten, a new individually administered paper-and-pencil test that helps educators identify MLs in Kindergarten and 1st semester first grade.*

5.5 Assessing Student Growth and Progress to Inform Instruction

Assessment is a critical aspect in implementing any successful LIEP. Each kind of assessment plays a particular role in the English learner's academic trajectory.

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

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 cut-offs 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.

It is often difficult to obtain a true measure of an ML's academic achievement in English, particularly for students in the beginning or intermediate stages of English acquisition. The challenge in accurately determining ML 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 proficiency.

If a student achieves a grade level score, or "proficient" 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, the performance may be due to the lack of English acquisition, the conceptual or skill knowledge, 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 timeframes must be instituted to assess MLs. As discussed above, at a minimum, initial assessment should determine whether MLs possess sufficient English skills to participate meaningfully in the regular educational environment. The district must determine whether MLs can understand, speak, read, and write English and perform academically at grade level.

After MLs are identified and placed in appropriate LIEPs, continue to monitor their need for accommodations by assessing their academic progress. To assess their academic achievement, assure that the testing is as unbiased as possible and provides an accurate assessment of their learning and language development. The key to assessing MLs' academic achievement is to look beyond communication in social settings (i.e., interaction on the playground or in the hallways or lunchroom) and consider their performance toward meeting local or state academic standards. By examining educational history, adapting 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, 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 poses an additional challenge.

Assessment results should be used to inform instruction and design LIEPs. Assessment results should be kept in student cumulative records or another accessible secure location. Student data sheets should be designed to help ensure that each identified ML continues to be monitored in case of transfers to other services, classrooms, or schools.

By following the steps described below, districts, schools, and public charter schools 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, assess learning in the home language to establish appropriate instructional plans even when instruction will be in English. Utilize bilingual/ESL program staff to provide detailed information about students' language proficiencies in identifying/developing language-appropriate assessments and programs.

Consider the Type of Assessment—Utilize language appropriate alternative forms of assessments to provide students 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, nonverbal assessments including visuals, drawings, demonstrations and manipulatives, self-evaluation, performance tasks and computer-assisted assessments. (For state assessments follow the accommodation information outlined by CDE's Assessment Division).

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 MLs are fairly and accurately assessed. When conducting assessments for special services, the following issues must be taken into consideration:

- Whether the student's proficiency in English and the home language was determined prior to any assessments being administered,
- Length of time the student has been exposed to English,
- Student's previous educational history,
- Whether qualified translators, diagnosticians/trained personnel conducted the assessment,
- Whether bilingual evaluation instruments were administered by trained bilingual examiners, and
- Whether, in the absence of reliable home language assessment instruments, appropriate performance evaluations were used.

Body of Evidence

A Body of Evidence (BOE) is a collection of information about student progress toward achieving academic goals. By definition, a BOE contains more than one kind of assessment.

No single assessment can reasonably provide sufficient evidence to evaluate multilingual learners' progress.

When creating a BOE, consider:
- **Searching student records**
- **Interviewing parents with an interpreter**
- **Looking for patterns**
- **Gathering test data**
- **Organizing and storing data**
- **Planning for eligibility**

The following tables present an assessment continuum that reflects the different types of assessments necessary for a comprehensive picture of MLs' progress. Notice that assessments include both language proficiency and academic content achievement. The initial proficiency test is part of the BOE because it establishes a baseline. The student moves beyond a beginning level of English proficiency to participate in the next step of the continuum labeled BOE and eventually participate meaningfully in outcome or performance assessments.

Colorado Standardized Assessments

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

Language Proficiency	Academic Content/Achievement
***ACCESS** Composite Score 4.0 AND Literacy Score 4.0 (FEP)	CMAS: *English Language Arts and Mathematics *College Board - PSAT 9, PSAT 10, and SAT: Evidence-Based Reading and Writing – Meet or Exceed Expectations

Body of Evidence (BOE)**

LANGUAGE PROFICIENCY	GRADE LEVEL ACADEMIC CONTENT PROFICIENCY
• District Review Committee Evaluation • ≥ 4.0 proficiency in each language domain of ACCESS • Language Samples (reading, writing, listening, and speaking) • Observation Protocols (ex. SOLOM, Mondo Oral Language Assessment, etc.) • District Language Proficiency Assessments (ex. IPT, Woodcock Muñoz, LAS, WIDA MODEL, etc.) • Interim Benchmark Assessments • Student Journals • English Language Development Checklists • Student Performance Portfolios • WIDA Speaking and Writing Rubrics	• District Review Committee Evaluation • Evaluation of Common Grade Level Assessments (formal or informal) • Demonstration of Meeting Grade Level Expectations (GLEs) and Prepared Graduate Competencies (PGCs) • Observation Protocols • District Content-specific Proficiency Assessments • Interim Benchmark Assessments • Student Journals • Achievement/Proficiency Checklists • District Assessments • Student Performance Portfolios • READ Act Assessments • CMAS: English Language Arts (ELA), Science, Mathematics (English version) • College Board: PSAT 9, PSAT 10, and SAT

**The Body of Evidence should be aligned to the Colorado English Language Proficiency and Colorado Academic Standards.

To view state assessments in Colorado, visit the Assessment Office

5.6 WIDA ACCESS Assessments

WIDA ACCESS (WIDA ACCESS includes ACCESS for ELLs 1-12, Kindergarten ACCESS, and Alternate ACCESS) assessments are summative standardized assessments that assess the four language domains of Listening, Speaking, Reading and Writing. ACCESS aligns to the WIDA Standards thus aligning to the Colorado English Language Proficiency Standards. ACCESS grades 1-12 assessment is available in both computer-based and paper-based and online formats for grades 1-12, while Kindergarten and Alternate ACCESS are paper-based tests.

WIDA ACCESS assessments are designed to allow MLs the opportunity to show what they can do with academic English within the 5 English language development standards: Social and Instructional Language and language of Language Arts, Mathematics, Science and Social Studies. Language and cognitions develop quickly in younger children, broadening in depth and breadth as they mature. WIDA ACCESS assessments are divided into grade-level clusters.

For more information, visit WIDA ACCESS Assessments

WIDA ACCESS results are provided to districts, schools, and public charter schools, and it is the district and school's responsibility to provide student level reports to parents/guardians as soon as practicable. Please keep in mind, the reports are confidential and distribution of both electronic and/or hard copy reports must be in accordance with state and federal privacy laws, and local school board policy.

Student results are included in the ESSA Title III Consolidated Report submitted to the U.S. Department of Education, through the Colorado Department of Education.

For information, visit ACCESS Proficiency Cut Score Guidance

WIDA ACCESS scores are used in the following manner:

- Student level language proficiency designation and instructional program decisions
- School and district program and instruction-feedback
- State accountability targets

5.7 Coordination and Collaboration

Schools should strive to include MLs fully through meaningful LIEPs that do not totally separate them from the rest of the class/school. Even if they are in short-term self-contained Newcomer Centers, MLs should be included for special activities and receive some instruction in regular classroom to maintain coordination and ease the transition that will occur when they are redesignated.

There should be a school-wide effort to establish agreed upon structures that will allow ML instructors to tap into the resources of their fellow educators provide to share curriculum ideas, discuss challenges, and compare notes about the progress of the students they share. Teachers should be encouraged to collaborate on approaches, ideas, and issues with school building administrators to ensure that ML 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 help teachers who work with MLs to seek assistance from parents and community groups and locate resources that serve MLs and the general population. Teachers can support MLs' families by understanding the resources available outside of school, they are better able to serve the needs of these families.

Communication and coordination among the adults who work with MLs is essential to good classroom management. Teachers should not be isolated; rather, they need to interact with other ML instructors as well as MLs' general classroom teachers and others who can provide resources and support to their students. Team teaching, pairing of classes and regrouping to integrate MLs with English proficient students are all viable methods for coordination/collaboration that will result in more integrated instruction. Districts, schools, and public charter school administrators and principals must play a critical role in facilitating such collaborations.

To provide comprehensive academic preparation it is necessary to coordinate programs school wide and promote collaboration among all of the adults in the building. Coordination and collaboration often involve restructuring time and resources to maximize planning for ML success. This often requires a comprehensive, school-wide approach to allocating resources, professional development and instructional design.

Beginning a partnership requires communication among potential participants about ML success. The specific roles and responsibilities of all partners and the focus of partnership activities develop as leadership and commitment emerge. Strategic planning and dedicated time to plan are needed to ensure that coordination activities address local needs and conditions. Consideration of the following will ensure well-coordinated programs.

- ***Resources***—Identification and appropriate and equitable allocation of resources is critical to maximizing instruction for MLs.
- ***Policies***—Laws, regulations, standards, guidelines, licensing, certification and interagency agreements guide policies. Clear policies have profound impact on the ability of schools to serve MLs and for individuals to work cooperatively to meet mutual goals. MLs 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***—Providing the best possible education for all students is largely dependent on the people involved–their skills, attitude, degree of involvement and experience—make the difference. Provide all teachers Professional Development (PD) opportunities to develop the expertise to work with MLs. Provide language support 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 education.
- ***Processes***—Actions to establish meaningful and workable processes can promote cooperation and communication. When processes are in place, planning is facilitated. Processes are critical to carrying out policies and can profoundly affect the entire effort. Use program review and student assessment results to monitor and evaluate the academic outcomes of MLs. Modify programs for MLs as student populations and school structures change.

Collaborative partnerships with Community-Based Organizations (CBOs) and other agencies and organizations help broaden the support base. Supporting school success may require tutoring in the student's first language or instruction that traditionally have been viewed as secondary to academic achievement (i.e., healthcare and parent education programs). Collectively, community involvement can be 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. Some schools use CBOs to form partnerships for tutoring, presentations, classroom volunteers and resources. Volunteer organizations, businesses, and faith-based organizations are excellent resources for schools attempting to maximize human and other resources to benefit MLs.

The Critical Role of Libraries and Media Centers

Important resources in every community are school and the local or regional libraries and media centers. These systems 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 and media centers—public, school and classroom—we increase their opportunities to achieve literacy.

Teachers have a strong and dominant role in determining library and media center use. It is essential that librarians, media specialists and educators play actively encourage and mediate use by MLs. The classroom teacher plays a pivotal role in introducing and promoting libraries and media centers. This can be facilitated by establishing a formal collaboration among the librarians and media specialist and classroom and content teachers so they can plan jointly to provide the resources students need for content area work. Instruction that is a joint effort by teachers, ESL/bilingual specialists, and parents yield libraries and media centers that are very accessible to MLs and their families.

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

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

5.8 Professional Development to Support High Quality Staff

Title III, Part A, Section 3102(4) and 3115(c)(2) of the Every Student Succeeds Act (ESSA) 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 ESSA requires that high quality PD based on scientific research and demonstrating the program effectiveness in increasing English proficiency and student academic achievement in the core academic subjects be directed toward:

- Classroom teachers (including preschool teachers and non-LIEP settings)
- Principals, administrators and other school leaders
- Other school- or community-based organizational personnel

PD 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 PD component and appropriate instructional materials, high standards for all students will not be attainable. The 2015 reauthorization of the Elementary and Secondary Education Act identifies successful PD as encompassing activities that:

- Are an integral part of school and local education agency strategies for providing educators with the knowledge and skills necessary to enable students to succeed in a will-rounded education and to meet challenging state standards,
- Are sustained, not stand-alone, one-day or short-term workshops, intensive, collaborative, job-embedded, data-driven, and classroom-focused,

- Improve and increase teachers' knowledge of the academic subjects being taught,
- Improve and increase teachers' understanding of how students learn and the teachers' ability to analyze student work and achievement,
- Are an integral part of broad schoolwide and districtwide educational improvement plans,
- Allow personalized plans for each educator to address their specific needs, as identified in observations or other feedback, and
- Improve classroom management skills

Characteristics of Professional Learning Communities (PLCs)

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)*

Colorado English Learner Professional Development Requirement

High standards for ML education cannot exist without high standards for professional development. In order to ensure that Colorado educators are well equipped and able to teach Colorado's diverse student population, the Colorado State Board of Education approved new rules in June 2018 requiring educators with elementary, math, science, social studies, and English language arts endorsements to demonstrate completion of training or professional development activities equivalent to 45 clock/contact hours or three semester hours in Culturally and Linguistically Diverse (CLD) Education. For more information about the process to renew a professional teaching license and how to document, visit CLD Education training or professional development.

Professional Development Plan

When designing a Professional Development (PD) plan, educators and trainers must examine their students, the curriculum and the assessments to be utilized in the classroom. Do teachers have experience teaching students of diverse linguistic and cultural backgrounds? Are they prepared to teach to the curriculum? Can they integrate ML 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 roles in ensuring that students not only master the curriculum but also acquire English proficiency.

The National Staff Development Council (2001) developed 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 PD. Each of the three areas is aimed at improving the learning of all students.

Context Standards for PD

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

Process Standards for PD

- **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 PD

- **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 PD Standards for Instructors of Multilingual Learners

While ML instructors and other educators share many of the same needs for PD, additional regulatory requirements apply to ML instructors. In accordance with the *ESSA*, Title III, ML programs are required to provide high-quality PD to classroom teachers (including those in non-LIEP settings), principals, administrators and other school or community-based organization personnel. These programs should:

- **improve the instruction and assessment** of MLs
- **enhance the ability** of teachers, principals, and other school leaders to understand and use curricula, assessment practices and measures, and instructional strategies for MLs
- **be effective** in increasing the MLs' 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, unless the activity 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 PD guidelines for all instructors, educators of MLs 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) provided additional guidance specifically for teachers of MLs. These principles help educators align PD activities to prepare and enhance the instructors' abilities to appropriately serve MLs. Doing so will result in improved instruction for all students.

These OELA principles touch on an extremely important issue for instructors of MLs—the ultimate goal of creating a collegial and collaborative community of learners. Though instructors of MLs may have specialized skills, all educators should be aware of issues facing MLs and the importance of creating an inclusive environment for all students. It is important to remember that MLs are at the center of intense social, cultural and political issues. As they learn English, they also adapt to a new culture, while often facing economic hardship and, unfortunately, racism and discrimination.

Complex changes in today's educational arena require professional development opportunities that help build the profession. 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.

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 for teaching to high standards.

Promote continuous inquiry and improvement embedded in the daily life of schools.

Plan collaboratively with those who will participate in, and facilitate, PD.

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 Toolkit Chapter 3 at www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html.*

Content for Multilingual Learner Professional Development

While PD efforts should be identified in response to specific staff needs, the commonly identified topics are recognized as helpful to enhancing instruction for multilingual learners:

- Identification of students whose primary/home language is other than English.
- Cross-cultural issues in the identification and placement of MLs
- Issues in conducting a thorough language assessment
- Encouraging parent and family involvement in school
- Modifications and accommodations on content-based assessments
- Procedures for communicating with parents of MLs
- Building strong assessment and accountability committees
- Language development and second language acquisition
- Effective instructional practices for MLs
- Making content comprehensible for MLs (sheltering instruction)
- Identification, assessment, and placement of MLs with learning difficulties
- Communication and coordination among teachers working with MLs
- Understanding how literacy and academic development through a second language is different than through the first language

Evaluating the Effectiveness of Professional Development

A final essential component of any successful PD program is ongoing assessment that provides data to improve teacher performance. Trainers and participants should allocate time and resources to ensure that opportunity for evaluation and revisions exist for any staff development program. This increases the likelihood that PD activities will be current and accurate based on the needs of the participants. The following guidelines for the evaluation of PD efforts were created by the National Staff Development Council in 2001.

- Evaluation of PD should focus on results, or the actual impact of staff development.
- Evaluate the whole PD session/course as well 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 PD during the early phases and use the early feedback to refine and improve the program.

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

Website Resources

Center for Research on Education, Diversity & Excellence

DOJ/OCR Dear Colleague Letter, 2015

WIDA Amplification of the ELD Standards Kindergarten – Grade 12

(See Appendix C; Appendix D; Appendix E and Appendix F)

Appendix C
Knowing and Interpreting Scientifically Based Research

What is Scientifically Based Research?

The *Elementary and Secondary Education Act (ESEA) as amended by Every Student Succeeds Act (ESSA),* 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, suggest 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)*

No one set of scientifically based research suits 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 gives teachers, administrators, and school boards the tools to judge which programs and strategies are best for the MLs served by their school, district or Boards of Cooperative Educational Services (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. Feuer and Towne (2001) state 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 design does not make a study "scientific;" the *appropriateness* of the method/design as well as the *rigor* allow the research to be considered credible. 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, compelling 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."

Learn more about the National Research Council's report, Committee on Scientific Principles in Education Research

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 MLs 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 MLs 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 D
English Learner Program Models

Program Models for English Learners

Bilingual Programs	Sheltered Programs
Dual Language Program: Serves both MLs who speak a common language and English speakers. The goal for both groups is to develop first and second language proficiency and academics. Both languages are valued and developed.	**English as a Second Language (ESL):** MLs may receive content instruction from other sources while they participate in ESL or may be in self-contained classrooms. Students receive developmentally appropriate language instruction.
Developmental Bilingual: Primarily serves MLs and aims for proficiency in English and their home language, with strong academic development. Students receive instruction in both languages.	**Specially Designed Academic Instruction in English (SDAIE):** MLs receive grade-level, core content courses in English using instructional strategies that make content concepts accessible and promote development of academic English. Sheltered instruction can be used to describe pedagogy rather than program design.
Transitional Bilingual: Serves MLs with academic instruction in their home language while they are learning English. As English proficiency develops, students move to all-English classes.	
Newcomer: Specially designed for recent U.S. arrivals with no or low English proficiency and limited literacy in their home language. The goal is to accelerate acquisition of language and skills and orient them to the U.S. and its 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, visit National Clearinghouse for English Language Acquisition (NCELA)

Dual Language Program	Sheltered Instruction	Newcomer Programs	Transitional Bilingual	Developmental Bilingual	Two-way Immersion
Language Goals	Academic English	English Proficiency	Transition to English	Bilingualism	Bilingualism
Cultural Goals	Understand and integrate into mainstream American culture	Integrate into mainstream American culture	Integrate into mainstream American culture	Integrate into mainstream American culture and maintain home/heritage culture	Maintain/ integrate into mainstream American culture and 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	• NEP/LEP • Some programs mix English and non-English speakers	• NEP/LEP • Low level literacy • Recent arrival • Mixed L1 culture	• NEP/LEP • Same L1 • Mixed cultural backgrounds	• NEP/LEP • Same L1 • Mixed cultural backgrounds	• Both English speakers and NEP/ LEP students; 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 entering 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	Prefer 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 • Prefer bilingual	• Normal certification • Training on SI • Prefer bilingual	• Bilingual certificate	• Bilingual/ multicultural certificate • Bilingual proficiency	• Bilingual/ immersion certification • Bilingual proficiency • Multicultural training
Instructional materials, texts, visual aids, etc.	English with adaptations; visuals; realia; culturally appropriate	In L1 or English with adaptations	In L1 of students and English; English materials adapted to language levels	In L1 of students and English; English materials adapted to language levels	Minority language and English, as required by curriculum of study

Appendix E
District Self-Assessment Tool for LIEP Plan and Evaluation

Colorado Department of Education
Office of Culturally and Linguistically Diverse Education

I. A. Introduction: School District Information: Does the district have or include information on:	NO	YES
1. Size of the school district (may include number of schools)?		
2. District total enrollment?		
3. District's ethnic diversity?		
4. Number of limited English proficient students (NEP or LEP enrolled in the school district)?		
5. Number and percent of ML students in Special Education?		
6. Number and percent of ML 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 WIDA ACCESS		
8. Number and percent of NEP/LEP students attaining English Proficiency on WIDA ACCESS		
9. Number and percent of students on FEP monitoring status year 1 & year 2		
10. Number and percent of students on FEP exiting status year 1 & 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 programming, FELL students		
13. Colorado Measures of Academic Success (CMAS) results for LEP students		

I. B. Introduction: School District Information on Program Goals and Philosophy (OCR Step 1)	NO	IN PROGRESS	YES
14. Does the LIEP Plan describe the district's educational approach (e.g.,ESL, transitional bilingual education, structured English immersion, dual language, etc.) for educating ML 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 MLs acquire English language proficiency and are provided meaningful access to the educational program? Is the language instruction educational program research based?			
16. Educational goals of the district's programs for MLs are described.			
17. There is a measurable goal for English language proficiency.			
18. There is a measurable goal for mastery of subject matter content			

DISTRICT SELF ASSESSMENT NOTES

II. Identification of Potential Multilingual Learner Students. Does the district:	NO	YES
1. Have established procedures for identifying potential ML students?		
2. Administer a home language survey to all students?		
3. Identify potential ML 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 LIEP?		
5. Have procedures in place to identify Migrant students who may need additional support in addition to LIEP?		

DISTRICT SELF ASSESSMENT NOTES

III. A. Assessment of Need for ML Services. Does the district indicate (for initial identification):	NO	YES
1. Test (s) used to assess English language proficiency (Screener for Kindergarten/WIDA Screener)?		
2. Staff who administers test(s) and the process used to administer the proficiency test (s)?		
3. Timeline for administering the test(s) for ML identification?		
4. Procedures to collect and disseminate test data/results to teachers and parents?		
5. Where assessment test data will be located?		

III. B. Assessment of Need for ML Services. Does the district identify (for initial identification):	NO	YES
6. How to set standards and objectives for raising the level of English proficiency?		
7. Procedures to ensure that assessment data will be used to make decisions about instruction?		
8. Procedures to include appropriate parental notification and input?		

DISTRICT SELF ASSESSMENT NOTES

IV. Instructional Program and Educational Approaches for ML Students.	NO	IN PROGRESS	YES
1. Are the district's LIEPs 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 for MLs reflect: The methods and the instruction the district will use to teach MLs English language skills?			
3. Does the description of the program for MLs reflect: The method and the instruction the district will use to ensure that MLs 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 instruction to MLs reflect: How, by whom and where the English language development instruction will be delivered? Does the plan identify the person(s) responsible for providing instruction to ML students?			
5. If MLs are in the regular classroom for academic subjects (English language arts, history, science, etc.) how will the MLs be able to participate in these academic subjects? (For example, will the district provide training for teachers so that the MLs can effectively participate in classroom activities and comprehend the academic material being presented?)			
6. Are guidelines and standards included for providing MLs each of the instruction in the district's ML program?			

IV. Instructional Program and Educational Approaches for ML Students.	NO	IN PROGRESS	YES
7. Does the plan include standards and criteria for the amount and type of instruction to be provided? Does it include a process to decide the appropriate amount and type of instruction to be provided?			
8. If there are any variations in the district's program 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 programs and other options for ML students?			
10. Are provisions made for language appropriate notice to the parents of MLs 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 well-informed educational decisions about the participation of their children in the district's ML program and other service options that are provided to parents?			
12. Are supplemental LIEPs available for identified Migrant, Immigrant, American Indian and Alaska Native students?			

DISTRICT SELF ASSESSMENT NOTES

V. Staffing and Professional Development. Does the district provide a description.	NO	IN PROGRESS	YES
1. Methods and criteria the district will utilize to ensure that staff is qualified to provide instruction to ML students?			
2. Steps that will be taken by the district to recruit and hire qualified staff for its ML program?			
3. Professional development for paraprofessionals who work with ML students?			
4. 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 teacher's 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 teacher's performance in the classroom?			

DISTRICT SELF ASSESSMENT NOTES

VI. Redesignation, Exiting, and Monitoring MLs. Does the district identify:	NO	IN PROGRESS	YES
1. Procedures for redesignation and exiting ML students from the LIEP?			
2. Procedures to notify classroom teachers of the redesignation and the exiting of students from the district's ML program?			
3. Procedures for monitoring students (FEP M1/FEPM2) from the LIEP?			
4. Procedures for re-admitting monitored students back into the LIEP?			
5. Staff responsible for monitoring redesignated and exited students?			
6. Procedures for monitoring students who have exited (FEP E1/FEP E2) from the LIEP?			
7. Procedures for monitoring students who have been identified as Migrant, Immigrant, American Indian and Alaska Native students?			

VII. Equal Access to Other School District Programs. Does the district provide:	NO	IN PROGRESS	YES
1. Description of the district's methods for identifying Special Education and Talented and Gifted students who are also English Learners?			
2. Description of the process and steps taken by the school district to ensure that MLs have an equal opportunity to participate in extracurricular and non-academic activities?			
3. Methods used by the district to notify parents and students of available programs and activities take into account language barriers?			
4. Does the plan describe methods to ensure that staff are aware of the district's policy regarding ensuring equal opportunities for ML students to participate in the range of programs made available to students generally?			

DISTRICT SELF ASSESSMENT NOTES

VIII. Parent and Community Involvement. Does the district provide a description:	NO	IN PROGRESS	YES
1. Process that will be used to communicate ESSA 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 ML program?			
3. Process used to ensure parents of MLs and community members play a role in program decisions?			

DISTRICT SELF ASSESSMENT NOTES

IX-A. Program Evaluation, Review and Improvement. Does the district provide:	NO	IN PROGRESS	YES
1. Evaluation focus on overall as well as specific program goals? Do the goals address expected progress in English language development and subject matter instruction?			
2. Evaluation include the identification factors that prevented the district from meeting set goals?			
3. Evaluation include the process the district will use to address the factors that prevented the district from meeting set goals?			
4. Comprehensive Scope; Does the evaluation cover all elements of an ML program, including; Program implementation practices (such as identification of potential MLs, assessment of English language proficiency, serving all eligible students, providing appropriate resources consistent with program design and student's needs, implementing transition criteria, number of years in the ML 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: Does information collection practices support a valid and objective appraisal of program success? Is the use of observational information as well 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 LIEPs?			
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 LIEPs, and whether MLs are meeting those goals?			

DISTRICT SELF ASSESSMENT NOTES

IX-B. Program Evaluation, Review and Improvement. Does the district provide a list of:	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

For more information about resource materials for LIEP planning and self-assessment tools, visit
OCR: Developing Programs for English Learners

Appendix F
Core ESL Instructional Practices: Teacher Self-Assessment Guide

Educator:_____*School*:_____*Grade Level*:_____*Date*: _____

Overview: Core ESL Instructional Practices **(**CEIP) contains 47 research-based English as a Second Language (ESL) instructional practices grouped within seven essential thematic qualities for providing English learners (ELs) culturally and linguistically responsive instruction. **Purpose:** CEIP is a self-assessment tool for use when educating English learners (ELs), also referred to as Emerging Bilinguals (EBs), in reading, writing, mathematics, and the social sciences. Through self-examination, educators are empowered to improve instruction by using results to: 1) Confirm/adjust high quality Tier 1 and 2 instruction; 2) Inform coaching; and 3) Clarify professional development topics.

I. The CEIP is completed relative to delivery of an instructional unit of your choice (Check One):

_____ Disciplinary Unit (e.g., reading, writing, mathematics, science, social studies)
_____ Interdisciplinary Unit (e.g., literacy, mathematics/science)
_____ Transdisciplinary Unit (e.g., central topic/theme, unifying issue or topic of inquiry)

Title/Topic of Instructional Unit: _____
Number of Lessons in Unit:_____Number of Weeks to Complete Unit: _____

***II.* Summary of CEIP Results:** *Upon completion, record theme scores and identify one or two Action Items:*

Theme 1 (Connections) Score _____
Theme 2 (Relevance) Score _____
Theme 3 (Native Language Utilization) Score _____
Theme 4 (English Language Dev.) Score _____
Theme 5 (Materials) Score _____
Theme 6 (Differentiations) Score_____
Theme 7 (Using Assessment to Inform Instruction) Score: _____

Strengthening Unit Instruction: Check one or two themes to incorporate in unit delivery:
Theme Selected: 1_ 2____ 3____ 4____ 5____ 6____7_____

Generate an Action Item for each selected Theme to incorporate in unit instruction:
Theme Number:_____Action Item: _____
Theme Number:_____Action Item: _____

III. ***Instructions:*** Circle the level to indicate the extent to which each instructional practice is incorporated your Instructional Unit:
4=Extensive – Practice employed throughout all lessons in the entire Unit/Topic
3=Frequent – Practice employed throughout most lessons in Unit/Topic (i.e., more than half)
2=Partial – Practice employed in few lessons in Unit/Topic (i.e., more than 2, less than half)
1=Minimal – Practice never or infrequently employed in the Unit/Topic (i.e., only 1 or 2 lessons)

Allow approximately 25 minutes to complete—may complete at one time or in two short sessions

Theme 1: Connections

Rate the extent to which your Instructional Unit reinforces English Learners' connection of new content/skills to known skills by . . .

	M	P	F	E
a. facilitating verbal discussions/brainstorming	1	2	3	4
b. creating visual representation (e.g., Concept mapping, KWL, etc.)	1	2	3	4
c. creating opportunities for Paired Learning/Cooperative Sharing	1	2	3	4
d. connecting to shared school and community experiences(e.g., text-to-self, link learning from a task or activity completed previously to a new task to be completed, etc.)	1	2	3	4
e. facilitating access to previously acquired knowledge and skills	1	2	3	4

Theme Score:_____(Total divided by 5)

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Theme 2: Relevance

Rate the extent to which your Instructional Unit draws upon and supports English learners' diverse cultural values, norms, and home/community teachings by . . .

	M	P	F	E
a. designing cooperative group/paired learning tasks	1	2	3	4
b. connecting home and community to school learning (e.g., inviting parents/ community members in to share, conducting home visits, communicating effectively with parents by providing interpreters at conferences, etc.)	1	2	3	4
c. delivering instruction that validates learners' backgrounds and experiences (e.g., funds of knowledge, diverse cultural environments, learning preferences, heritage, and customs)	1	2	3	4
d. structuring activity-based tasks and learning that broadens students' cultural perspectives	1	2	3	4
e. using students' own interests to build learning engagement and interactions (e.g., histories and experiences relevant to content being taught; study of personally relevant cultural events or figures)	1	2	3	4
f. respecting students' culturally-based preferred/taught ways of learning (e.g., uses of analogy, wait time, emphasis on oral tradition, time management, self-management, cross-cultural communication)	1	2	3	4
g. delivering general classroom research-based curricula validated to meet diverse strengths and abilities (e.g., Avenues, E.L. Achieve, etc.)	1	2	3	4
h. meeting diverse needs with culturally responsive classroom management (e.g., accommodating for acculturative stress, limited prior experiences in school, war trauma)	1	2	3	4

Theme Score:_____(Total divided by 8)

Theme 3: Native Language Utilization

Rate the extent to which your Instructional Unit incorporates use of native language with English learners to . . .

	M	P	F	E
a. examine similarities and differences between first language(s) (e.g., Spanish, Hmong) and the language being acquired (i.e., English) (e.g., sound system, grammar, cognates, etc.)	1	2	3	4
b. build background knowledge	1	2	3	4
c. acquire knowledge and skills while learning in English (e.g., restating an idea or concept in native language)	1	2	3	4
d. support vocabulary development though learning of word meanings (e.g., give an example of a synonym or antonym in native language to support understanding of concept, phonemic awareness, phonics, and math reasoning)	1	2	3	4

Theme Score:_____(Total divided by 4)

Theme 4: English Language Development

Rate the extent to which your Instructional Unit provides English learners with multiple opportunities for English language development by . . .

	M	P	F	E
a. posting a variety of language supports (e.g., sentences stems, language frames, word walls, etc.) in the classroom to scaffold oral and written participation	1	2	3	4
b. facilitating authentic and connected discourse (e.g., restating, probing student contributions to uncover meaning, building on what students say, etc.)	1	2	3	4

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c. creating opportunities for learners to incorporate new oral written language into required classroom task (e.g., frontloading vocabulary, preview/review using native language, etc.) 1 2 3 4

d. allowing artistic, symbolic or graphic representation to be included in written and oral tasks and shared learning (e.g., reciprocal pairs, think-pair-share, think aloud, cooperative learning, etc.)..... 1 2 3 4

e. creating safe and positive classroom environment that encourages students to take risks in their learning (e.g., establish and model consistent norms for discussion) 1 2 3 4

f. incorporating sufficient wait time to formulate and articulate higher level thinking, ideas and sharing of learning 1 2 3 4

g. accepting varied levels of responses for students acquiring English as a second language (e.g., approximations to correct responses, multiple attempts to be successful, etc.) 1 2 3 4

h. emphasizing comprehension along with word accuracy when teaching concepts 1 2 3 4

Theme Score:_____(Total divided by 8)

Theme 5: Materials

Rate the extent to which your Instructional Unit includes use of physical and visual aids/materials to assist English learners to . . .

M P F E

a. classify or group information for common features/differences (e.g., different geometric shapes) 1 2 3 4

b. build students' shared understanding of concepts and skills (e.g., materials respect students' cultural teachings, teachers capture student conversation on chart paper) 1 2 3 4

c. examine abstract concepts in concrete ways (e.g., simulation, graphic aids, graphic organizers, meaning of manipulatives, etc.) 1 2 3 4

d. identify and acquire vocabulary of key concepts (e.g., build background knowledge)..... 1 2 3 4

e. identify similar patterns of vocabulary/content across different subjects (e.g., similar words and information are seen in reading passages and social studies material) 1 2 3 4

f. provide access to and guided practice in the use of a variety of multi-leveled source material (e.g., dictionaries, thesauri, internet, and informational posters)..... 1 2 3 4

Theme Score:_____(Total divided by 6)

Theme 6: Differentiations

Rate the extent to which your Instructional Unit provides English learners sufficient opportunities to learn by . . .

M P F E

a. using multiple forms of instruction (e.g., Scaffolded instruction, Sheltered Instruction, Direct instruction, Hands-on, modeling, read aloud, etc.) 1 2 3 4

b. using research-based curricula that facilitates higher-level thinking 1 2 3 4

c. using research-based instructional methods validated with English learners (e.g., Collaborative Strategic Reading, Language Experiences Approach, Modified Guided Reading, Guided Writing, etc.)..... 1 2 3 4

d. teaching toward both language and content objectives..... 1 2 3 4

e. providing additional supports to comprehend tasks and activities (e.g., time, repeated instruction, task analysis, rules, expectations, modeled/paired instruction, etc.)..... 1 2 3 4

f. implementing targeted differentiations to struggling learners, going beyond overall general differentiations implemented for all students in the classroom 1 2 3 4

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g. providing multiple methods to access text meaning and comprehension (e.g., effective body language, altering voice tone, modeling and demonstrating expectations, hands-on activities, etc.) 1 2 3 4

h. using multiple classroom settings (paired-learning, centers, small groups) to provide enrichment, supplemental support, guided practice ensuring that activities are meaningful, challenging and linked to unit/lesson outcomes 1 2 3 4

i. taking advantage of on-the-spot instructional opportunities as they arise to strengthen learning 1 2 3 4

j. providing support/activities that vary by language proficiency level 1 2 3 4

k. making necessary classroom management changes to address behavior needs (e.g., teacher-student proximity; positive reinforcements; reviewing/restating class routines; restructuring process for transitioning to/from activities, etc.)..... 1 2 3 4

Theme Score:_____(Total divided by 11)

Theme 7: Using Assessment to Inform Instruction

Rate the extent to which your Instructional Unit incorporates use of English learners' assessment data and information to . . .

M P F E

a. adjust the teaching of content/skills based on student responses obtained during daily classroom activities (e.g., listening to student discussions in a small group; observing a student completing work during independent work time; paying specific attention to student facial or body language, asking probing questions to check for understanding, etc.) 1 2 3 4

b. adjust the teaching of language development based on student responses obtained during daily classroom activities (e.g., analyzing students' understanding and use of key vocabulary during discussions; paying attention to linguistic forms produced by students in oral discussions and written task, asking probing questions to check degree of student understanding of terms and concepts, etc.)..... 1 2 3 4

c. adjust the teaching of content/skills using results from planned assessment tasks completed by all students periodically throughout a lesson or unit (e.g., weekly reading passage comprehension test; periodic writing sample score using a rubric; completion of daily math reasoning problem; running record 1 2 3 4

d. adjust the teaching of language development using results from planned assessment tasks completed by all students periodically throughout a lesson or unit (e.g., analyzing periodic writing sample scored using a rubric that includes students' use of key vocabulary, language form, etc.; analyzing running record by identifying patterns of error that might inform future instruction, etc.) 1 2 3 4

e. provide students with timely, specific, and constructive feedback based on information gathered from daily classroom activities and/or planned assessment tasks including appropriate alternative tactics and procedures for learning..... 1 2 3 4

Theme Score:_____(Total divided by 5)

CEIP Development: The Core ESL Instructional Practices (CEIP) guide is a research-based tool grounded in literature describing best/effective practices in the teaching of English learners (ELs) in K-5 classrooms. CEIP was developed for use in an ESL instructional model, yet can also be applied to bilingual or dual language models. CEIP was developed through use of cognitive interviews, focus groups, field tests, and pilot testing with over 100 K-5 teachers from elementary schools in urban, suburban, and rural Colorado. CEIP has high internal consistency (i.e., greater than .90), and is validated for teacher self-assessment of ESL instructional practices within general education classes. CEIP results inform classroom instruction, professional development and instructional coaching in the education of English learners (ELs).

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