Resources to Assist English Learners-Part One

TOOLS AND RESOURCES FOR IDENTIFYING ALL ENGLISH LEARNERS

This is the first chapter of the English Learner Tool Kit, which is intended to help state and local education agencies (SEAs and LEAs) in meeting their obligations to English Learners (ELs). This 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 joint guidance, "English Learner Students and Limited English Proficient Parents," which outlines SEAs' and LEAs' legal obligations to EL students under civil rights laws and other federal requirements.

IDENTIFYING POTENTIAL ENGLISH LEARNERS

KEY POINTS

- **LEAs must identify in a timely manner EL students in need of language assistance services.**

- **The home language survey (HLS) is the most common tool used to identify potential ELs.**

- **An HLS must be administered effectively to ensure accurate results.**

LEAs must identify in a timely manner EL students in need of language assistance services. The home language survey (HLS) is a questionnaire given to parents or guardians that helps schools and LEAs identify which students are potential ELs and who will require assessment of their English language proficiency (ELP) to determine whether they are eligible for language assistance services. Many SEAs either require a state-developed HLS or provide a sample for LEAs to use; thus, it is advisable to check with the SEA about HLS guidance.

Research has shown that there is a great deal of variation in HLS instruments across the United States (Bailey & Kelly, 2010). However, an HLS typically includes questions about what language(s) the student first learned, understands, uses, and hears, and in what contexts. Additional questions about a student's language exposure and background (e.g., languages used in the home) help ensure that ELs are not missed, and guard against inaccurate reporting of the student's English abilities. Information from the HLS informs placement into a language assistance program (e.g., a bilingual and/or English as a Second Language [ESL] program).

To obtain accurate information, schools should reassure parents that the HLS is used solely to offer appropriate educational services, not for determining legal status or for immigration purposes. Parents and guardians should also be informed that, even if their child is identified as an EL, they may decline the EL program or particular EL services in the program.

The following checklist is intended to assist with developing HLS instruments and procedures. The checklist provides suggestions only, and schools and LEAs should check their SEA's policies to ensure compliance with state requirements.

Content of the Home Language Survey

★ Is the purpose and use of the HLS clearly communicated to both families and those who administer the survey?

★ Does the HLS elicit information about the student's current English abilities?

★ Are the questions clear and understandable to those who administer the HLS?

Translation of the Home Language Survey

★ Is the HLS translated into the home languages of students, and parents and guardians, in the school and LEA?

★ Are qualified oral interpreters available when needed to help families complete the HLS?

Procedures for Administering, Interpreting, and Managing Results of the Home Language Survey

★ Has a welcoming environment been established where the HLS is disseminated, made available, or administered?

★ Are there standard and uniform procedures for administering and interpreting the HLS results?

★ Do the procedures describe whose responsibility it is to administer the HLS, how it is to be done, and in what forms it should be administered (i.e., orally, written, in English, or in a home language translation)?

★ Are there procedures to document and describe how to train the staff who will administer the HLS and how often refresher training will occur?

★ Do procedures provide specific guidelines for interpreting HLS responses that include but are not limited to the following considerations: (a) Which responses indicate that a student will take an ELP placement test?; (b) How should responses be interpreted as a whole?; and (c) What are the next steps if responses are unclear or contradictory?

★ Do procedures include methods to record HLS results in the student's permanent records and to record the translation and interpretation needs of the EL's parents in the student information system?

★ What is the continuous review process? Is there a process to gather feedback from parents and school personnel? Is there a process to revise the HLS, including piloting a new version as appropriate?

DETERMINING WHICH STUDENTS ARE ENGLISH LEARNERS

KEY POINTS

• **All potential ELs must be assessed with a valid and reliable assessment to determine if they are in fact ELs.**

• **Parents and guardians must be informed in a timely manner of their child's ELP level and EL program options.**

• **LEAs are required to communicate information regarding a child's ELP level and EL program options in a language the parent understands.**

Once students are identified as potential ELs, they must be assessed with a valid and reliable assessment to determine if they are indeed ELs. LEAs and SEAs commonly refer to these assessments as "placement/screener tests." Placement/screener tests are typically selected at the SEA level. Such ELP tests must assess the proficiency of students in all four language domains (i.e., speaking, listening, reading, and writing). Some SEAs and LEAs also use ELP assessments that evaluate speaking, listening, pre-reading, and pre-writing for entering kindergarten students with a primary or home language other than English.

Placement tests require that those administering and scoring them receive some level of training. LEA guidelines should describe who will administer and score assessments, and what training is required to ensure valid and reliable results. After the student completes the assessment, parents or guardians must receive in a timely manner information about the student's ELP level and program options, and an opportunity to opt out of the EL program or particular EL services in the program. Translating this information into the family's home language is critical, and if a written translation is not provided, an oral interpretation should be made available whenever needed.

IDENTIFYING ALL ENGLISH LEARNERS

TOOLS

The U.S. Department of Education does not mandate or prescribe particular curricula, lesson plans, assessments, or other instruments in this tool kit. Rather, this tool kit contains examples, adaptations of, and links to resources created and maintained by other public and private organizations. This information is provided for the reader's convenience and is included here as an example of the many resources that educators, parents, advocates, administrators, and other concerned parties may find helpful and use at their discretion. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of this outside information. Further, the inclusion of links to resources does not reflect their importance, nor is such inclusion intended to endorse any views expressed or materials provided.

HOME LANGUAGE SURVEYS

The following information about home language surveys is provided for the reader's convenience and is included here to offer examples. LEAs are reminded to check with their SEAs to see if a particular HLS is prescribed, and, if so, what the current version is.

The following three HLS questions have been approved by the U.S. Department of Education Office for Civil Rights (OCR) and the U.S. Department of Justice (DOJ) in their compliance work under *Title VI* of the *1964 Civil Rights Act* and the *Equal Educational Opportunities Act of 1974*. Asking these three questions, and then testing a student whose parent or guardian responded to one or more of these three questions with a language other than English, is considered minimally compliant under the law.

OCR- and DOJ-approved home language survey questions:

1) What is the primary language used in the home, regardless of the language spoken by the student?

2) What is the language most often spoken by the student?

3) What is the language that the student first acquired?

SAMPLE #1

Home Language Survey

To make sure that all students receive the education services they need, the law requires us to ask questions about students' language backgrounds. The answers to Section A below will tell us if a student's proficiency in English should be evaluated and help us to ensure that important opportunities to receive programs and services are offered to students who need them. The answers to Section B below will help us communicate with you regarding the student and all school matters in the language you prefer.

Student's Name: _____ Date of Birth: _____

SECTION A: Please answer the questions below.

1. What are the primary languages used in the home regardless of the language spoken by the student? *(Select up to three.)*

☐ English	☐ Cape Verdean	☐ Haitian-Creole	☐ Russian	☐ Other
☐ Arabic	Creole	☐ Italian	☐ Somali	(Please specify)
☐ Burmese	☐ French	☐ Korean	☐ Spanish	
☐ Cambodian	☐ Greek	☐ Mandarin	☐ Toishanese	_____
☐ Cantonese	☐ Hmong	☐ Portuguese	☐ Vietnamese	

2. What is the language most often spoken by the student? *(Select only one.)*

☐ English	☐ Cape Verdean	☐ Haitian-Creole	☐ Russian	☐ Other
☐ Arabic	Creole	☐ Italian	☐ Somali	(Please specify)
☐ Burmese	☐ French	☐ Korean	☐ Spanish	
☐ Cambodian	☐ Greek	☐ Mandarin	☐ Toishanese	_____
☐ Cantonese	☐ Hmong	☐ Portuguese	☐ Vietnamese	

3. What is the language that the student first acquired? *(Select only one.)*

☐ English	☐ Cape Verdean	☐ Haitian-Creole	☐ Russian	☐
☐ Arabic	Creole	☐ Italian	☐ Somali	☐ Other
☐ Burmese	☐ French	☐ Korean	☐ Spanish	(Please specify)
☐ Cambodian	☐ Greek	☐ Mandarin	☐ Toishanese	
☐ Cantonese	☐ Hmong	☐ Portuguese	☐ Vietnamese	_____

Parent/Guardian Signature: _____ Date: _____

SECTION B: Please answer the questions below.

1. In which language do you prefer to receive **written** school communications? (Select only one.)

☐ English	☐ Cape Verdean	☐ Haitian-Creole	☐ Russian	☐ Other
☐ Arabic	Creole	☐ Italian	☐ Somali	(Please specify)
☐ Burmese	☐ French	☐ Korean	☐ Spanish	
☐ Cambodian	☐ Greek	☐ Mandarin	☐ Toishanese	_____
☐ Cantonese	☐ Hmong	☐ Portuguese	☐ Vietnamese	

2. In which language do you prefer to receive **oral** school communications? (Select only one.)

☐ English	☐ Cape Verdean	☐ Haitian-Creole	☐ Russian	☐ Other
☐ Arabic	Creole	☐ Italian	☐ Somali	(Please specify)
☐ Burmese	☐ French	☐ Korean	☐ Spanish	
☐ Cambodian	☐ Greek	☐ Mandarin	☐ Toishanese	_____
☐ Cantonese	☐ Hmong	☐ Portuguese	☐ Vietnamese	

Primary/Home Language Survey for
All New Kindergarten and Incoming Students

Instructions for schools in completing the survey:

1. Interview the parents or guardians of ALL new kindergarten and incoming students in grades k–12 and record all information requested.

2. Provide interpretation services whenever necessary.

3. Check to see that all questions on the form are answered.

Student Information (The parents or guardians should complete this section.)	
First Name: _____ **Last Name:** _____	**Date of Birth:** **(Month/Day/Year)**

Questions for Parents or Guardians	Response
What language(s) is (are) spoken in your home?	
Which language did your child learn first?	
Which language does your child use most frequently at home?	
Which language do you most frequently speak to your child?	
In what language would you prefer to get information from the school?	

Parent or Guardian's Signature: _____ Date: _____

SAMPLE #3

Complete this home language survey at the student's initial enrollment in school. This form must be signed and dated by the parent or guardian. It must be kept in the student's file. This form will be used only for determining whether the student needs English Learner services and will not be used for immigration matters or reported to immigration authorities.

School: _____ Student ID #: _____

Student's Last Name: _____

Student's First Name: _____

ENGLISH

1. Is a language other than English spoken in your home? ☐ No ☐ Yes _____ (specify language)

2. Does your child communicate in a language other than English? ☐ No ☐ Yes _____ (specify language)

3. Which language did your child learn first? _____ (specify language)

4. In which language do you prefer to receive information from the school? _____ (specify language)

5. What is your relationship to the child? ☐ Father ☐ Mother ☐ Guardian ☐ Other (specify) _____

ESPAÑOL (SPANISH)

1. ¿Se habla otro idioma que no sea el inglés en su casa? ☐ No ☐ Sí _____ (especifique idioma)

2. ¿Habla el estudiante un idioma que no sea el inglés? ☐ No ☐ Sí _____ (especifique idioma)

3. ¿Cuál fué el primer idioma que aprendió su hijo/a? _____ (especifique idioma)

4. ¿En que idioma prefiere recibir comunicaciones de la escuela? _____ (especifique idioma)

5. ¿Cuál es su relación con el estudiante? ☐ Padre ☐ Madre ☐ Guardián ☐ Otro (especifique) _____

FRANÇAIS (FRENCH)

1. Parle-t-on une autre langue que l'anglais chez vous ? ☐ Non ☐ Oui _____ (veuillez préciser la langue)

2. Votre enfant parle-t-il une autre langue que l'anglais ? ☐ Non ☐ Oui _____ (veuillez préciser la langue)

3. Quelle langue votre enfant a-t-il apprise en premier ? _____ (veuillez préciser la langue)

4. Dans quelle langue préférez-vous recevoir les communications de l'école ? _____ (veuillez préciser la langue)

5. Quelle est votre lien de parenté avec l'enfant ? ☐ Père ☐ Mère ☐ Tuteur ☐ Autre (veuillez préciser) _____

Tiếng Việt (VIETNAMESE)

1. Có nói tiếng nào khác tiếng Anh không được nói ở nhà quý vị không?
   ☐ Không ☐ Có _____ (hãy cho biết tiếng nào)

2. Con quý vị có nói tiếng nào khác tiếng Anh không?
   ☐ Không ☐ Có _____ (hãy cho biết tiếng nào)

3. Con quý vị đã học tiếng nào đầu tiên? _____ (hãy cho biết tiếng nào)

4. Quý vị muốn nhận được thông tin từ trường học bằng tiếng nào?
   _____ (hãy cho biết tiếng nào)

5. Quý vị có quan hệ như thế nào đối với con?
   ☐ Cha ☐ Mẹ ☐ Người giám hộ ☐ Quan hệ khác (hãy cho biết) _____

CHINESE

1. 除了英语之外，您家是否还说其他语言？
   o 否 o 是 _____（请说明是哪种语言）

2. 除了英语之外，您的孩子是否还说其他语言？
   o 否 o 是 _____（请说明是哪种语言）

3. 您的孩子最先学习的是哪种语言？_____（请说明是哪种语言）

4. 您希望学校用哪种语言授课？_____（请说明是哪种语言）

5. 您与孩子的关系？
   o 父亲 o 母亲 o 绚 o 其他（请说明）_____

AMHARIC

1. ከእንግሊዝኛ ውጪ የሆነ ቋንቋ በቤትዎ ውስጥ ይነገራል? ☐ አይ ☐ አዎ _____ (ቋንቋውን ይጥቀሱ)

2. ከእንግሊዝኛ ውጪ በሆነ ቋንቋ ልጅዎ ይናገራል/ትናገራለች? ☐ አይ ☐ አዎ _____ (ቋንቋውን ይጥቀሱ)

3. ልጅዎ መጀመሪያ የተማረው ቋንቋ ምንድነው? _____ (ቋንቋውን ይጥቀሱ)

4. ከትምህርት ቤቱ መረጃን በምን ቋንቋ ማግኘት ይፈልጋሉ? _____ (ቋንቋውን ይጥቀሱ)

5. ከልጅዎ ጋር ያለዎት ዝምድና ምንድነው? ☐ አባት ☐ እናት ☐ ሞግዚት/አሳዳጊ
   ☐ ሌላ (ይጥቀሱ) _____

ARABIC

١. هل توجد لغة أخرى منطوقة في منزلك بخلاف اللغة الإنجليزية؟

o لا   o نعم   ــــــــــــــــــــــــــــــــ (حدد اللغة)

٢. هل يتواصل طفلك مع غيره بلغة أخرى بخلاف اللغة الإنجليزية؟

o لا   o نعم   ــــــــــــــــــــــــــــــــ (حدد اللغة)

٣. ما أول لغة تعلمها طفلك؟   ــــــــــــــــــــــــــــــــ (حدد اللغة)

٤. بأي لغة تفضل أن تستقبل المعلومات من المدرسة؟   ــــــــــــــــــــــــــــــــ (حدد اللغة)

٥. ما العلاقة التي تربطك بالطفل؟

o والده   o والدته   o الوصي عليه   o صلة أخرى (الرجاء التحديد)

ــــــــــــــــــــــــــــــــ

Signature of Parent/Guardian: Date:

PLACEMENT TEST CHECKLISTS

The following checklists provide suggestions and some requirements (as indicated) for assisting with reviewing placement/screener tests used to determine a student's EL status.

State Education Agency Checklist

★ Has the SEA clearly communicated to LEAs which placement test is recommended or required?

★ Is SEA guidance about EL placement testing readily available to LEAs?

If a placement test (i.e., assessment) is required or recommended by the SEA:

★ In what year was the assessment developed? Have items been refreshed since its initial development? What is the refreshment cycle?

★ Does the assessment developer follow best practices in placement test development, such as pilot testing, field testing, and ensuring consistency with state ELP standards?

★ Has the assessment developer provided information about the reliability and validity of the assessment?

★ Does the assessment developer provide a test administration manual and test administration training for those administering the assessment and scoring results?

★ Have templates been developed in languages representative of the EL community for LEAs to use in communicating placement information to EL families?

Local Education Agency Checklist

★ Have LEA or school staff checked with the SEA to determine whether to adopt a required or recommended placement test?

If a required test is not provided and the LEA selects a placement test:

★ Does the placement test assess English language proficiency appropriately, including the required testing in all four domains (speaking, listening, reading, and writing)?

★ In what year was the assessment developed? Have items been refreshed since its initial development? What is the refreshment cycle?

★ Does the assessment developer follow best practices in placement test development, such as pilot testing, field testing, and ensuring consistency with SEA ELP standards?

★ Has the assessment developer provided information about the reliability and validity of the assessment?

★ Does the assessment developer provide a test administration manual and test administration training for those administering the assessment and interpreting the results?

Administration Procedures

★ Have LEA or school staff created detailed administration procedures to describe (1) whose responsibility it is to administer the assessment, (2) what the training requirements are (based on the test developer's recommendations), and (3) whether refresher training is suggested?

★ Have procedures for record keeping been developed, including, for example, how assessment results will be stored and linked to the student's permanent records, and shared with appropriate instructional staff?

★ Are the purpose and use of the placement test clearly communicated to stakeholders?

★ Have procedures and translated forms been developed for communicating placement information to EL families?

★ Has the LEA established a process by which teachers may recommend a student for further ELP testing if, for example, the student's language needs as observed in class indicate that the student is EL despite the placement tests results to the contrary?

PROVIDING ENGLISH LEARNERS WITH A LANGUAGE ASSISTANCE PROGRAM

KEY POINTS

- EL services and programs must be educationally sound in theory and effective in practice.

- EL programs must be designed to enable ELs to attain both English proficiency and parity of participation in the standard instructional program within a reasonable length of time.

- LEAs must offer EL services and programs, until ELs are proficient in English and can participate meaningfully in educational programs without EL support.

- Additionally, LEAs must provide appropriate special education services to ELs with disabilities who are found to be eligible for special education and related services.

After ELs have been identified using a valid and reliable English language proficiency (ELP) assessment, LEAs must provide ELs with appropriate language assistance services and programs, commonly known as "EL services and programs." LEAs must also provide special education services to ELs who have been identified as children with disabilities under the Individuals with Disabilities Education Act (IDEA) or as qualified students with disabilities under Section 504 of the Rehabilitation Act of 1973 (Section 504). Meeting the needs of ELs with disabilities will be discussed in depth in Chapter 6 of the EL Tool Kit.

LEAs have the flexibility to choose the EL services and programs that meet civil rights requirements and best meet the needs of their EL population. Appropriate EL services and programs enable ELs to attain both English

proficiency and parity of participation in the standard instructional program within a reasonable amount of time. LEAs must offer appropriate EL services until ELs are proficient in English and can participate meaningfully in educational programs without EL support. This includes continuing to provide EL services to ELs at the highest levels of English proficiency until they have exited from EL services and programs.

To determine which EL services and programs are best suited for a student identified as an EL, LEAs must consider the student's (1) English proficiency level, (2) grade level, and (3) educational background, as well as (4) language background for bilingual programs. Other child-centered factors that LEAs may consider include the student's native language literacy; acculturation into U.S. society; and age he or she entered the United States. LEAs

must ensure that qualified teachers provide EL services and it is important for school personnel to understand and address these factors.

LEAs should apply the same standards that OCR and DOJ apply when evaluating whether their chosen EL services and programs meet civil rights requirements. These standards, established in Castañeda v. Pickard, include a three-pronged test: First, is the program based on an educational theory recognized as sound by some experts in the field or considered a legitimate experimental strategy? Second, are the programs and practices (including resources and personnel) reasonably calculated to implement this theory effectively? Third, does the program succeed in producing results indicating that students' language barriers are being overcome within a reasonable period of time?

Some common EL programs considered educationally sound in theory under the first prong include: (1) English as a Second Language (ESL) or English Language Development (ELD); (2) Structured English Immersion (SEI); (3) Transitional Bilingual Education (TBE) or Early-Exit Bilingual Education; and (4) Dual Language or Two-Way Immersion. The first two programs are usually taught in English, and the latter two are taught both in English and in the EL's primary language.

Additionally, for new arrivals and students with interrupted formal education (SIFE), LEAs may establish newcomer programs. These programs offer specialized services and classes to help these students acclimate to U.S. schools, develop foundational skills in content areas (e.g., basic literacy and math concepts), and prepare them for the program options above. Newcomer programs are short-term, typically lasting no longer than one year.

Finally, there is increased focus on the large number of ELs who, despite many years in US schools, are still not proficient in English. These students are often referred to as Long Term English Learners (LTELs). To ensure that LEAs have selected and implemented EL services and programs that succeed within a reasonable period of time, LEAs should monitor the progress of ELs and adjust EL services and programs to ensure that students are making expected progress.

The following checklist is intended to assist with providing appropriate EL services and programs. The checklist provides suggested questions only. LEAs should check their SEA's policies and federal guidance to ensure compliance.

★ On which educational theory are the EL services and program options based?

★ What are the resources needed to effectively implement the chosen program?

★ Does the school have qualified staff to implement the chosen program?

★ How are placement in a particular EL program and the provision of EL services informed by a student's English proficiency level, grade level, and educational and language backgrounds?

★ Are EL services and programs provided to all eligible ELs, regardless of scheduling conflicts, grade, disability, or native language?

★ Does the chosen EL program include instruction aligned to the state ELP standards and grade-level content standards?

★ Do the EL services and programs provide ELs in all grades with equal opportunities to participate meaningfully and equally in all of the schools' curricular and extracurricular programs?

★ Are EL services and programs designed to provide more intensive instruction for ELs who are the least proficient in English?

★ Are ELs at the highest levels of ELP continuing to receive EL services until they have exited from EL services and programs?

★ Are there additional EL services and programs available for ELs who have not made expected progress despite extended enrollment in the EL program (i.e. LTELs)?

★ What criteria is the LEA using to evaluate its program and determine if it is meeting its goals?

For example:

a. Are there processes and criteria in place to monitor ELs in and across programs in both academic content and ELP?

b. Is there a process for modifying or replacing the EL program if data shows that students are not making expected progress within a reasonable period of time?

c. Is there a process for monitoring ELs after exiting the program?

PROVIDING ENGLISH LEARNERS WITH A LANGUAGE ASSISTANCE PROGRAM

The following set of tools is intended to help schools, LEAs, and SEAs in providing ELs with appropriate language assistance services and programs, commonly known as "EL services and programs," and sometimes referred to as "language instruction education programs (LIEPs)." The tools give examples of how schools can understand the individual needs of students, identify the needs of subgroups of students, and apply systemic considerations when determining what EL services and programs they should offer.

Tool #1, Guiding Questions to Learn About Your EL Population, can help schools/LEAs learn important information about their ELs.

Tool #2, Long Term English Learners, provides a checklist for schools and LEAs to address the needs of this particular group of ELs.

Tool #3, Research-Based Considerations, offers broad-based considerations for EL services and programs.

Tool #4, English Learner Program Chart, gives a brief overview of some EL programs.

In order to select or create an appropriate EL program model, it is necessary to understand the local EL population. To help do this, the Education Alliance at Brown University's 2003 publication *Claiming Opportunities: A Handbook for Improving Education for English Language Learners Through Comprehensive School Reform* provides a "Student Population Discussion Tool." This set of ten questions, listed below, can assist schools or LEAs in discussing and learning about their EL populations, and help teachers frame these discussions. Organizations may add to or modify these questions to obtain more information about various sub-populations, including ELs with disabilities.

STUDENT POPULATION DISCUSSION TOOL

1. How many or what percentage of students in the school have a home language other than English?

2. What languages are spoken in their homes?

3. What places of origin are represented?

4. Are students from urban or rural backgrounds?

5. What community organizations represent various groups?

6. What educational backgrounds are represented? (Continuous or interrupted prior schooling, no prior schooling, schooling in home country, rural or urban schooling, preschool, kindergarten?)

7. Are some students literate in another language?

8. Are ELs the subject of many disciplinary referrals or actions in your school?

9. How many or what percentage of students in the school are actually classified as EL?
   - How many students currently receive language services?
   - How are these students distributed across grade levels?
   - What are their levels of English proficiency?
   - What language services do ELs currently receive?
   - In what types of classrooms do they receive literacy and content instruction?
   - What are these ELs' academic strengths and weaknesses? (What is the evidence?)

10. How many students (for whom English is a second language) have met exiting criteria and are now classified as "English proficient"?
    - How are these students distributed across grade levels?
    - What services, such as monitoring or transitional support, do exited ELs currently receive?
    - How do they perform in mainstream classes? (What is the evidence?)
    - What are their academic strengths and weaknesses? (What is the evidence?)

The following checklist has been reprinted with permission from Californians Together, a statewide group of parents, teachers, educators, and civil rights leaders promoting equal access to quality education for all children. It is taken from *Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners* by Laurie Olsen. Though it references the California English Language Development Test (CELDT) and the California Standards Tests, the checklist can be adapted and used to address the needs of LTELs in other states.

A DISTRICT CHECKLIST
STEPS FOR ADDRESSING THE NEEDS OF LONG TERM ENGLISH LEARNERS

District and school leadership should be knowledgeable about the diversity of the EL enrollment (typologies) and understand the implications of that diversity for program design, program implementation and instructional practices. District systems should be created to prevent the development of Long Term English Learners and serving those Long Term English Learners who are enrolled in secondary schools across the district.

A district addressing the needs of Long Term English Learners should have the following in place:

★ We have a formal definition for Long Term English Learners.

★ We have designated annual benchmark expectations for English Learners by number of years in United States schools and by progress towards English proficiency.

★ We have conducted our own inquiry (including analysis of data, student interviews, and focus groups, review of cumulative file histories, and classroom observations) to develop a deeper understanding of our own Long Term English Learner population.

★ We have an English Learner Master Plan that includes descriptions of research based program models for different typologies of English Learners, including a designated program and pathway for Long Term English Learners.

★ Site and district leadership are knowledgeable about the diversity of the English Learner enrollment in our district, including the different needs of newcomer students, normatively progressing English Learners, and Long Term English Learners.

★ Our data system enables us to analyze English Learner achievement data by length of time in United States schools and by English proficiency levels.

★ We can analyze data longitudinally to assess issues of program consistency and long-term program impact for our English Learners.

★ We regularly disaggregate English Learner data by length of time in the United States and English proficiency level and review that data to inform and trigger district planning.

★ We identify "Long Term English Learner candidates" in fourth grade and develop a catch up and program consistency plan for those students.

★ At the secondary school level, we have specially designed English Language Development (ELD) to focus on the unique needs of Long Term English Learners, including academic language and writing.

★ At the secondary school level, Long Term English Learners are in classes with high quality SDAIE [Specially Designed Academic Instruction in English] instruction in clusters within rigorous classes along with English fluent students.

★ Our programs at the elementary, middle and high schools support the development of students' native language to threshold levels of rich oral language and literacy—and students have the opportunity to develop their native language through Advanced Placement levels.

★ Our elementary school programs are research-based and we use the most powerful models of English Learner language development. The district monitors and ensures these are well-implemented with consistency.

★ We hold meetings, publish materials, and fully expect that all administrators, teachers, English Learner students, and their parents know about and understand the reclassification criteria.

★ We report annually to English Learner parents on: their child's status compared to the number of years that research indicates English Learners need to achieve English proficiency and compared to district expectations. These reports include longitudinal test data for their child including the CELDT initial score and date, plus all subsequent CELDT proficiency levels, as well as scores on the California Standards Test in English Language Arts and Math for the three most recent years, and yearly benchmark growth targets for English Learners based on the California Standards Test and CELDT by years of United States schooling.

★ The district has adopted and purchased English Language Development materials and our teachers have received professional development in their use.

★ Our Long Term English Learners are knowledgeable about the purposes of the CELDT and implications of their CELDT scores. They know what they need to do in order to reach reclassification criteria.

★ We calendar the CELDT with sufficient advance notice so sites can protect the testing window and ensure supportive conditions for testing. Students are tested by their English teachers and the district provides subs and release time to enable teachers to do the testing.

★ Professional development and collaborative planning time for teachers of classes with Long Term English Learners is a high priority for the use of professional development funds.

★ We assign the most experienced and most prepared teachers to the classrooms and sites with the highest need.

★ We monitor student schedules and class schedules to ensure that English Learners have access to the full curriculum.

★ We provide supplementary materials and relevant literature for academic classes with Long Term English Learners in order to enhance access, engagement, and academic success.

★ Our secondary school counselors have received professional development in appropriate placements and monitoring for Long Term English Learners, and work together with district/site English Learner Coordinators in developing each individual English Learner's schedule and in planning the school master schedule to facilitate flexible and accelerated progress.

CONCLUSIONS AND RECOMMENDATIONS

Despite the diversity of the districts profiled in this study, a fairly consistent picture emerged of the preconditions and practices that existed in improving districts. These strategies for improving ELL achievement closely mirrored those identified in *Foundations for Success* as having contributed to districts' efforts to improve teaching and learning for all students. However, such across-the-board district reform efforts do not automatically or inevitably lead to high quality ELL programming. Districts that saw improvement of their ELL instructional program—and of ELL student achievement—demonstrated the capacity and political will to explicitly address the academic needs of English Language Learners.

While no school or school district has found a way to meet every student's needs and to close the gap between ELLs and native English speakers, clearly some districts are setting higher standards for all of their students and making progress toward these goals. Based on what we have learned from their experiences and approaches to reform, several broad-based recommendations can be made to help district leaders think about ELL program reform efforts in their own cities. These recommendations fall into two broad categories: context and strategy.

CONTEXTUAL RECOMMENDATIONS

It was clear from the results of this study that improving the academic achievement of English language learners involved more than instructional strategy and traditional bilingual education models. It also meant creating an environment conducive to implementing and sustaining districtwide reform efforts. To create these preconditions for progress, the Council would propose that districts—

★ Develop a clear instructional vision and high expectations for ELLs. This means being clear about academic goals for these students, communicating these goals emphatically to stakeholders in the district, and ensuring that ELLs are held to the same high standards as other students throughout the district.

★ Approach external pressure to improve services for ELLs and other students as an asset rather than a liability. Rather than addressing state or court directives defensively or adopting measures aimed solely at ensuring legal compliance, external requirements should be approached as mandates for long-term, systemic reform efforts to raise student achievement.

★ Incorporate accountability for ELLs organizationally into the broader instructional operation of the school district. This entails being clear at the leadership level that everyone is accountable for the academic attainment of these students—not simply ELL teachers and ELL department staff. This not only spurs collaboration, but it provides greater assurance that these students have broader and fuller access to the general education curriculum and resources.

★ Empower strong ELL program administrators to oversee progress. Prioritizing ELL reform also means appointing and empowering someone in the district to serve as a "point person" on ELL issues. In improving districts, the office of ELLs and its director were included in the highest levels of decision making and given the authority to oversee implementation of the district's strategy for ELL reform.

★ Pursue community support for initiatives designed to accelerate achievement among English language learners. Having the community behind the district's efforts to improve academic performance helps create the political conditions under which reforms can be sustained.

STRATEGIC AND INSTRUCTIONAL RECOMMENDATIONS

The contextual recommendations allow for reforms to be articulated and sustained, but the district must couple them with a convincing instructional strategy that is capable of teaching ELLs to the highest standards. The Council of the Great City Schools would propose that districts—

★ Review general education and ELL programs to ensure that there is an explicit focus on building academic literacy and cultivating English language development. Focusing on academic literacy among ELLs—and all students—and providing them with specific language acquisition strategies are critical steps for ensuring the long-term academic success of students.

★ Ensure that all teachers of ELLs have access to high-quality professional development that provides differentiated instructional strategies, promotes the effective use of student assessment data, and develops skills for supporting second-language acquisition across the curriculum. This professional development should be made jointly available to ELL and general education teachers and evaluated for how well it is implemented and its effects on student achievement.

★ Assess district standards for hiring, placing, and retaining teachers, paraprofessionals, and staff members who work directly with ELLs to ensure that these students have access to highly qualified personnel. While these decisions are sometimes shaped by state policy, in other cases they are the result of locally determined policies and collective bargaining agreements that districts should be mindful of as they craft their ELL programs.

★ Conduct a comprehensive assessment of the level of access that ELLs have to the entire spectrum of district course offerings, including gifted and talented programs and special education. The results of these simple analyses can reveal to districts whether ELLs—and others—have equal access to educational opportunities and are held to the same academic standards as other students.

★ Ensure that resources generated by and allocated for English language learners are properly and effectively expended to provide quality ELL instruction and services. Districts also should be careful to not allow the categorical nature of various funding sources to limit ELL programming or services. General education funds, federal Title I funds, categorical state funds, and other resources can be used to ensure that these students get the support and instruction they need across the board.

★ Develop a system for tracking multiple measures of ELLs' educational progress. The collection and analysis of data on the characteristics, teachers, English proficiency level, program placement, and academic attainment of ELLs are critical to ensuring the success of these students. This means integrating all data on ELLs into the district's general database to ensure broader access and to promote regular review of this data by school and district instructional staff and the board.

TOOL # 4
ENGLISH LEARNER PROGRAM CHART

The following chart provides a brief overview of some common EL programs. Each program requires that teachers have specialized training in meeting the needs of ELs (e.g., an ESL or bilingual teaching credential and/or SEI or ELD training) and have demonstrated the skills to effectively implement the chosen EL program.

SOME EL PROGRAMS CONSIDERED EDUCATIONALLY SOUND IN THEORY UNDER CASTAÑEDA'S FIRST PRONG

Program Option	Program Goal	Language/s Used for Instruction
English as a Second Language (ESL) or English Language Development (ELD)	Program of techniques, methodology, and special curriculum designed to teach ELs explicitly about the English language, including the academic vocabulary needed to access content instruction, and to develop their English language proficiency in all four language domains (i.e., speaking, listening, reading, and writing).	Usually provided in English with little use of the ELs' primary language(s)
Structured English Immersion (SEI)	Program designed to impart English language skills so that the ELs can transition and succeed in an English-only mainstream classroom once proficient.	Usually provided in English with little use of the ELs' primary language(s)
Transitional Bilingual Education (TBE), or early-exit bilingual education	Program that maintains and develops skills in the primary language while introducing, maintaining, and developing skills in English. The primary purpose of a TBE program is to facilitate the ELs' transition to an all-English instructional program, while the students receive academic subject instruction in the primary language to the extent necessary.	Students' primary language and English
Dual Language or Two-Way Immersion	Bilingual program where the goal is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half primary-English speakers and half primary speakers of the other language.	English and another language

TOOLS AND RESOURCES FOR STAFFING AND SUPPORTING AN ENGLISH LEARNER PROGRAM

STAFFING AN ENGLISH LEARNER PROGRAM

KEY POINTS

- **LEAs must provide the personnel necessary to effectively implement EL programs.**

- **Necessary personnel include teachers who are qualified to provide EL services, core-content teachers who are highly qualified in their field as well as trained to support EL students, and trained administrators who can evaluate these teachers.**

- **LEAs must provide adequate professional development and follow-up training in order to prepare EL program teachers and administrators to implement the EL program effectively.**

- **LEAs must ensure that administrators who evaluate EL program staff are adequately trained to meaningfully evaluate whether EL teachers are appropriately employing their training in the classroom in order for the EL program model to successfully achieve its educational objectives.**

- **SEAs must ensure that LEAs have qualified teachers and administrators for their EL programs.**
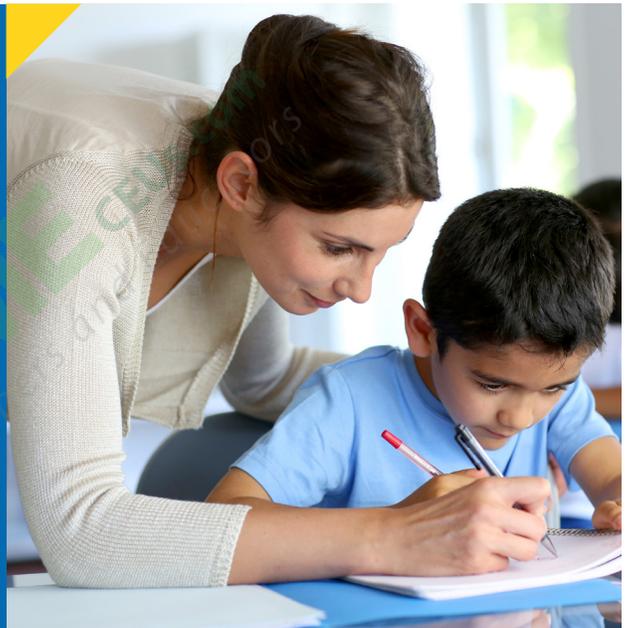
Recruiting, developing, and retaining excellent educators is essential in order to ensure that EL program models successfully achieve their educational objectives. LEAs must hire an adequate number of teachers who are qualified to provide EL services, and core-content teachers who are highly qualified in their field as well as trained to support EL students. These teachers must meet state requirements and have mastered the skills necessary to effectively teach in the LEA's EL program.

In some instances SEA endorsements or other requirements may not be rigorous enough to ensure that teachers of ELs have the skills to actually carry out the LEA's chosen EL program. Indeed, a study from the Center on American Progress (Samson & Collins, 2012) found that "[d]espite the fact that 49 states have programs that are accredited. . . the enforcement of diversity

standards and the use of research-based knowledge on best practices when it comes to ELs is often not reflected in program requirements." In light of this, SEAs must at least monitor whether teachers are adequately trained. Having EL teachers who are well prepared and effectively employing their training in the classroom will help ensure that the EL program model successfully achieves its educational objectives.

LEAs must hire teachers qualified and certified to teach ELs, or support unqualified staff as they work towards obtaining the qualifications within a reasonable period of time (e.g., within two years). LEAs that cannot hire an adequate number of qualified ESL/bilingual or trained core-content teachers must ensure that current teachers obtain the requisite training, either through the SEA's training and certification program or through

the LEA's own training program. In one study (NCEE, 2015), a majority of participating teachers who received professional development (PD) on such topics as instructional strategies for advancing English proficiency, or teaching ELs in content areas, reported that the PD improved their effectiveness as teachers of ELs.

ELs who are also students with disabilities (dually identified ELs) may be receiving content instruction in general classroom environments and special education services as defined in their Individualized Education Program (IEP), as appropriate. Thus, it is important to train both general and special education teachers of dually identified ELs.

SUPPORTING AN ENGLISH LEARNER PROGRAM

KEY POINTS

- **LEAs are obligated to provide the resources necessary to effectively implement EL programs.**
- **Necessary resources include adequate and appropriate materials for the EL programs.**

LEAs must provide ELs with adequate and appropriate resources. These resources include sufficient quantities of instructional materials at the appropriate English proficiency and grade levels, bilingual materials for bilingual programs, and, when necessary, materials for students with disabilities. These resources should provide challenging academic content that is aligned with grade-level state content standards. Title III funded services must supplement the core curriculum.

Resources may also include appropriately trained and supervised paraprofessionals, as appropriate, to provide support services, such as helping ELs understand tasks, restating directions, and interpreting for students. However, paraprofessionals, aides, and tutors may not take the place of qualified teachers except as an interim measure while recruiting, hiring, or training qualified teachers.

SEAs and LEAs may wish to consider diversity workforce initiatives that include recruiting candidates of varied backgrounds and diverse language skills in order to meet the staffing needs of their EL program.

The following checklist is intended to assist SEAs and LEAs in ensuring that they provide the appropriate staffing for their EL programs. The checklist provides suggested questions only, and schools and LEAs should check with their SEA's policies and federal guidance to ensure compliance.

Qualified Teachers

★ Do all EL program, core-content, and special education teachers who instruct ELs have the appropriate certification, licensure, or training to teach ELs? If not, are they working to obtain it within a reasonable period of time?

★ Does the SEA provide guidance about and monitor whether LEAs have qualified teachers to deliver instruction to ELs?

★ Do all teachers who instruct ELs demonstrate the skills necessary to effectively implement the LEA's EL program?

★ Does the LEA or SEA provide supplemental professional learning opportunities, when necessary, to ensure that the EL program is implemented effectively?

★ Do all EL program, core-content, and special education teachers who deliver instruction to ELs with disabilities receive PD specifically related to teaching dually identified ELs?

Adequate Number of Qualified EL Staff

★ Are the LEA's EL services adequately staffed with qualified ESL, bilingual, core-content, and special education teachers trained in EL strategies, in order to meet ELs' language and content needs?

★ Are principals or other administrative staff tasked with evaluating EL teachers certified and sufficiently trained in EL strategies in order to meaningfully evaluate teachers who deliver instruction to ELs?

★ Are paraprofessionals adequately trained to support ELs, and are they working under the direct supervision of a qualified teacher?

Adequate Resources for an EL Program

★ Does the LEA provide sufficient and appropriate materials for EL students at all levels of English language proficiency, including all grade levels, and for each EL program?

★ Do the resources provide challenging academic content aligned with grade-level state content standards?

STAFFING AND SUPPORTING AN ENGLISH LEARNER PROGRAM

The following set of tools is intended to help schools, LEAs, and SEAs in supporting the professional learning of teachers of ELs. The first three tools offer suggestions on how adult learning can inform PD as well as the various components of effective PD for teachers of ELs. The last tool offers and expands upon examples from teacher evaluation frameworks to address specific considerations for teaching ELs.

Tool #1, Professional Development for Teaching ELs, provides a frame for how PD may be structured to build on what teachers know and maximize adult learning.

Tool #2, Professional Development for General Education Teachers of ELs, provides a recommended set of components for a comprehensive PD program for general education teachers of ELs.

Tool #3, Meeting the Needs of ELs, delves deeper into what general education teachers should know to teach ELs effectively.

Tool #4, Frameworks for Supporting Classroom Teaching of ELs, provides an overview of the work being done to incorporate effective instructional practices for ELs in current teacher evaluation and support systems by the American Institutes for Research's Center on Great Teachers and Leaders and Center for English Language Learners, working alongside the Council of Chief State School Officers' ELL State Collaborative on Assessment and Student Standards (ELL SCASS).

Effective PD must be ongoing, interesting, and meet the needs of participating personnel. The five core principles of PD for those teaching ELs, presented here, are based on the tenets of adult learning theory, the published work of several researchers, and "the fundamental belief that all teachers bring strengths to their profession and want their students to achieve and feel successful." SEAs and LEAs can use these principles to structure PD opportunities to facilitate successful outcomes for EL teachers and their students.

CORE PRINCIPLES FOR PROFESSIONAL DEVELOPMENT OF TEACHERS OF ELs

★ **Principle 1: Build on a foundation of skills, knowledge, and expertise.** Professional development must build upon the current foundation of basic skills, knowledge, and areas of expertise of the educational personnel involved. Professional development will link new knowledge and activities with what the practitioners already know and are able to do, and will extend their thinking. Those attending any professional development activity will bring with them different experiences, knowledge, and skills. The individual(s) providing the activity must determine the current level of expertise, the needs of participants, and develop appropriate materials and activities. Professional development activities that do not target a specific audience must, at a minimum, offer basic knowledge to ensure that practitioners are operating from the same foundation.

★ **Principle 2: Engage participants as learners.** Professional development should include rich and varied opportunities that engage educational personnel as learners and offer the opportunity to apply new skills and knowledge. Professional development is effective when the materials are presented in a hands-on manner using techniques that suit various learning styles. In addition, practitioners need time to try out new methods in a safe environment before either moving to another topic or attempting the method in the classroom.

★ **Principle 3: Provide practice, feedback, and follow-up.** Professional development should offer educational personnel opportunities for (1) practicing the new skills, strategies, and techniques; (2) providing feedback on performance; and (3) continuing follow-up activities. A constructivist approach to staff development precludes the didactic presentation of decontextualized knowledge and skills. Principle 3 reinforces the precept that information about skills and knowledge must be presented to educational personnel in a manner that allows them to link new information to their current knowledge and skills, and allows them to construct their own meanings. Interactive, hands-on approaches to professional development make use of sound principles of adult learning. Modeling specific skills with practice sessions also will allow practitioners actively to make meaning out of the new information. Finally, a period of classroom application followed by formal observation and feedback should be used to reinforce the development of new skills.

★ **Principle 4: Measure changes in teacher knowledge and skills.** Successful and effective professional development should be manifested by measurable increases in participant knowledge and skills. The evaluation of a participant's knowledge and skills is essential to the effectiveness of the professional

development program. In order to evaluate the participant, an appropriate amount and variety of information about what participants do and their effect on people should be collected. Assuming that the participants are teachers, then a variety of evidence of the genuine teaching work and performance of the teacher should be collected.

★ **Principle 5: Measure changes in student performance.** Professional development should be linked to measurable outcomes in student performance, behavior, and/or achievement. A direct link to student outcomes is necessary to determine what types of professional development activities are effective within specific contexts. The local level district involved in focused, long-term professional development activities must first identify what measurable student outcomes it wants to change. The problem for which professional development is sought may provide the type of outcome to be assessed. For example, a school district recently wished to link professional development more closely to student outcomes. The outcomes this district identified as important to change were the number of EL students (1) placed in pull-out English as-a-second language (ESL) programs; (2) who received low grades in reading, math, and science; and (3) who dropped out of school. Principle 5 states that a link must be established as evidence that professional development contribute to significant improvement in the quality of educational programs or student achievement.

TOOL #2
PROFESSIONAL DEVELOPMENT FOR GENERAL EDUCATION TEACHERS OF ELs

This tool has been adapted and reprinted with permission from the National Education Association (NEA). It is intended to help school, LEA, and SEA leaders think about PD for general education teachers of ELs.

ESSENTIAL COMPONENTS OF EFFECTIVE PROFESSIONAL DEVELOPMENT FOR GENERAL EDUCATION TEACHERS OF ELs

General education teachers need practical, research-based information, resources, and strategies to teach, evaluate, and nurture ELs. NEA recommends focusing on the following essential components of a comprehensive professional development program for general education teachers of ELs:

★ A process for establishing high standards for English language acquisition, English language development, and academic content in lesson planning and instruction.

★ A process for integrating teachers' understanding of academic content and English-language proficiency standards with instruction in teaching methods and assessments.

★ Knowledge and use of effective pedagogy.

★ Methods for implementing instructional strategies that ensure that academic instruction in English is meaningful and comprehensible.

★ Exposure to a demonstration showing how to implement strategies that simultaneously integrate language acquisition, language development, and academic achievement.

★ Exposure to a demonstration showing why increasing academic achievement of ELs is dependent upon multiple instructional approaches or methodologies.

★ Providing a "strategies toolkit" for teachers, which offers ways to enhance and improve instruction for struggling students, based on assessment results.

★ Cultural awareness is also an important component of a professional development program. To maximize achievement opportunities for ELs, educators must understand and appreciate students' different cultural backgrounds.

This tool has been adapted and reprinted with permission from the Center for American Progress. It is taken from the study "Preparing All Teachers to Meet the Needs of English Language Learners: Applying Research to Policy and Practice for Teacher Effectiveness."

The fact that the nation's teachers are encountering and will increasingly encounter a diverse range of learners requires that every teacher has sufficient breadth and depth of knowledge and range of skills to be able to meet the unique needs of all students, including those for whom English is not their primary language. While it is true that there are educational specialists who have expertise in supporting ELs—English as a second language and bilingual teachers, for example—many teachers do not. Yet the reality is that most, if not all, teachers have or can expect to have EL students in their classroom and therefore must be prepared to best support these children.

ESSENTIAL KNOWLEDGE FOR TEACHERS OF ELs

SUPPORT ORAL LANGUAGE DEVELOPMENT

★ Oral language proficiency allows students to participate in academic discussions, understand instruction, and build literacy skills.

★ Students with more developed first language skills are able better able to develop their second language skills.

★ Vocabulary knowledge plays an important role in oral language proficiency. ELs require direct teaching of new words along with opportunities to learn new words in context through hearing, seeing, and saying them as well as during indirect encounters with authentic and motivating texts.

★ Building oral proficiency in a second language can be supported by the use of nonverbal cues, visual aids, gestures, and multisensory hands-on methods. Other strategies include establishing routines, extended talk on a single topic, providing students with immediate feedback, opportunities to converse with teachers, speaking slowly, using clear repetition, and paraphrasing supports oral communication.

★ Students should receive explicit instruction and preparation techniques to aid in speaking with others by teaching words and grammatical features that are used in academic settings.

EXPLICITLY TEACH ACADEMIC ENGLISH

★ Academic language is decontextualized, abstract, technical, and literary. It is difficult for native speakers and even more difficult for ELs.

★ Academic language is not limited to one area of language and requires skills in multiple domains, including vocabulary, syntax/grammar, and phonology.

★ Understanding the differences of informal language and academic language is important. Opportunities to learn and practice academic language are essential. Students must be exposed to sophisticated and varied vocabulary and grammatical structures and must avoid slang and idioms.

★ Opportunities and instruction on using academic language accurately in multiple contexts and texts is of critical importance for all ELs.

★ School-wide efforts and coordination of curriculum across content area helps teachers build on a foundation of prior knowledge.

VALUE CULTURAL DIVERSITY

★ ELs typically face multiple challenges in the transition from home to school as most are from culturally diverse backgrounds. Schooling experiences should reaffirm the social, cultural, and historical experiences of all students.

★ Teachers and students should be expected to accept, explore, and understand different perspectives and to be prepared as citizens of a multicultural and global society.

★ Opportunities for teachers and students to interact with diverse cultures can be created in multiple ways through inclusive teaching practices, reading and multimedia materials, school traditions and rituals, assembly programs, and cafeteria food that represent all backgrounds.

★ Involving parents and community in a meaningful way with outreach and letters to homes, bulletin boards, and staff helps build appreciation of diversity.

TOOL #4
FRAMEWORKS FOR SUPPORTING
CLASSROOM TEACHING OF ELs

The American Institutes for Research's (AIR's) Center on Great Teachers and Leaders and Center for English Language Learners have been working collaboratively with the Council of Chief State School Officers' ELL State Collaborative on Assessment and Student Standards (ELL SCASS) to ensure that current teacher evaluation and support systems incorporate effective instructional practices for ELs. An additional goal of the collaboration is to inform the next iteration of teacher evaluation and support systems and teacher pre-service evaluation systems. Diane August, a managing researcher at AIR, is leading this work. The following tool provides an overview and examples of the work currently underway.

INDICATORS AND EXAMPLES OF
EFFECTIVE CLASSROOM TEACHING FOR ELs

OVERVIEW

ELs constitute a large and growing percentage of students in U.S. schools. For schools to educate a diverse student population effectively, all teachers of ELs must have the necessary knowledge and skills to do so. To measure and evaluate teacher competencies, many states have recently updated their teacher evaluation and support systems; however, additional attention to ELs would enhance instruction for these students.

Many states have based their new teacher evaluation systems on one of three major frameworks:

- ★ Danielson, C. (2013). *The framework for teaching evaluation instrument*. Princeton, NJ: The Danielson Group.
- ★ Marzano, R. J. (2013). *The Marzano teacher evaluation model*. Bloomington, IN: Marzano Research Laboratory.
- ★ Pianta, R. C., Hamre, B. K., & Mintz, S. L. (2012). *Classroom assessment scoring system (CLASS): Secondary manual*. Charlottesville, VA: Teachstone.

As part of this work each of these frameworks has been reviewed. The components or elements of the evaluation systems have not been changed, but staff has provided indicators and examples to illustrate how the components and elements might be enacted in classrooms with ELs. Subsequent activities to further develop indicators and examples of effective teaching for ELs include face-to-face collaborative work with ELL SCASS members and local educational agency representatives, and field-testing of the indicators and examples in select school districts. A publication will be prepared that documents the work.

EXAMPLES

Following are two sample elements from each of the three frameworks, with added indicators and examples for teachers working with ELs (in blue).

Danielson: *The Framework for Teaching Evaluation Instrument*

Domain 1: Planning and Preparation

Component 1e: Designing Coherent Instruction

Element 2: Instructional materials and resources: Aids to instruction are appropriate to the learning needs of students.

EL Indicator: Aids to instruction for ELs include supplementary resources to help make second language content comprehensible and concurrently build the student's second language proficiency. Aids to instruction take into consideration ELs' levels of proficiency and knowledge in their first language.

EL Examples:

★ The teacher provides bilingual dictionaries and glossaries, English dictionaries and glossaries with comprehensible definitions, non-linguistic representations of text (e.g., audio recordings and visuals), graphic organizers tailored to specific content, and realia and manipulatives.

★ The teacher uses parents as multicultural resources, supplements texts with guest speakers who speak the students' first language, and provides experiences for ELs that develop background knowledge related to content they are acquiring.

★ When learning objectives include home language knowledge and skills, resources are available in students' home languages.

Domain 3: Instruction

Component 3e: Engaging Students in Learning

Element 3: Instructional materials and resources: The instructional materials a teacher selects to use in the classroom can have an enormous impact on students' experience. Though some teachers are obliged to use a school's or district's officially sanctioned materials, many teachers use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning—for example, the use of primary source materials in social studies.

EL Indicator: In addition to the mainstream anchor texts used in English instruction, teachers provide supplementary materials on similar topics appropriate for different levels of English proficiency. Teachers give ELs opportunities to read in their home language to build the background knowledge they need for reading in English.

EL Examples:

★ As students study a topic (e.g., ancient Greece), the teacher selects leveled readers on the same topic at different reading levels appropriate to the students' current level of English proficiency, to supplement the grade-level textbook.

★ Teachers select supplementary materials on the topic in a student's first language, if the student is literate in that language, and provide related materials, including glossaries and bilingual dictionaries with definitions.

★ Teachers scaffold the use of primary source materials by pairing ELs with students of the same first language who are more proficient in English to discuss the meaning of those materials.

Marzano: *Teacher Evaluation Model*

Domain 1: Classroom Strategies and Behaviors

1. **Providing Clear Learning Goals and Scales (Rubrics):** The teacher provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance relative to the learning goal.

   EL Indicator: The teacher provides English language proficiency (ELP) goals as well as content goals and presents them in ways that are comprehensible to ELs. The teacher monitors performance related to both types of goals.

2. **Tracking Student Progress:** The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.

   EL Indicator: The formative approach to assessment measures second language development as well as the development of content area knowledge. The teacher uses approved accommodations when formatively assessing ELs.

   EL Example: Formative assessment practices are scaffolded in ways that align with classroom instructional supports. For example, if students at emerging levels of proficiency are given sentence frames and word banks to respond to guiding questions, sentence frames and word banks can be used to formatively assess students' reading comprehension.

Pianta et al.: *Classroom Assessment Scoring System (CLASS)*

Classroom Organization

1. **Behavior Management:** Behavior management encompasses the teacher's use of effective methods to encourage desirable behavior and prevent and redirect misbehavior.

   EL Indicator: Some ELs may have challenging life experiences (e.g., poverty, traumatic experiences in home countries, culture shock as new arrivals to the U.S.) that prevent them from fully engaging in a classroom setting. The more aware teachers are of students' prior experiences and home environments, the better they will be able to support ELs.

   EL Examples:
   - ★ Teachers meet proactively with parents (with interpreters as needed) to better understand home environments and ways to support ELs.
   - ★ Teachers seek additional resources (e.g., counselors and social workers) to support individual students' needs.

2. **Productivity:** Productivity considers how well the teacher manages time and routines so that instructional time is maximized. This dimension captures the degree to which instructional time is effectively managed and down time is minimized for students; it is not a code about student engagement or about the quality of instruction or activities.

   EL Indicator: Because ELs are processing language and content simultaneously, they may need additional wait time to answer questions and additional time to complete activities.

PROVIDING ENGLISH LEARNERS EQUAL ACCESS TO CURRICULAR AND EXTRACURRICULAR PROGRAMS

KEY POINTS

- SEAs and LEAs must design and implement services and programs that enable ELs to attain both English proficiency and parity of participation in the standard instructional program, within a reasonable length of time.

- SEAs and LEAs must provide equal opportunities for EL students to meaningfully participate in curricular, co-curricular, and extracurricular programs and activities.

- SEAs must ensure that schools and LEAs use appropriate, reliable, and valid evaluations and testing methods to measure ELs' acquisition of English and core-content knowledge.

Meaningful access to the core curriculum (e.g. reading/ language arts, math, science, and social studies) is a key component in ensuring that ELs acquire the tools to succeed in general education classrooms within a reasonable length of time. Thus, both SEAs and LEAs have the dual obligations to not only provide programs that enable EL students to attain English proficiency, but also to provide support in other curricular areas that will ensure ELs have equal opportunities to participate in the curriculum. LEAs may use a curriculum that temporarily emphasizes English language acquisition over other subjects, but any interim academic deficits in other subjects must be remedied within a reasonable length of time. LEAs may also offer EL programs that include grade-level content instruction in the student's primary language. Additionally, for eligible ELs with

disabilities, special education and related services, and supplementary aids and services, as specified in their individualized education programs (IEPs), must be provided in conjunction with the general education curriculum and any EL services.

One measure of whether ELs are able to attain equal participation in the standard instructional program within a reasonable length of time is whether a beginner EL will be able to earn a regular high school diploma in four years. ELs in high school, like their never-EL peers, should also have the opportunity to be competitive in meeting college entrance requirements. According to the U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection (March 2014), while 69 percent of non-ELs have access to the full range of math and

science courses, only 65 percent of ELs attend schools offering Algebra I, geometry, Algebra II, calculus, biology, chemistry, and physics.

When adapting instruction in the core curriculum, LEAs should provide EL services (e.g., bilingual, English as a Second Language [ESL], or other program of instruction) that are age appropriate and of equal rigor as non-EL instruction. Placing ELs in age-appropriate grade levels will provide meaningful access to programs designed to help ELs meet grade-level standards. Other factors LEAs may consider include determining if the curriculum reflects the experiences and perspectives of a variety of cultural and linguistic groups. Schools may also consider whether the school culture is inclusive of culturally and linguistically diverse (CLD) students in order to facilitate an effective learning environment for all students.

ELs are a heterogeneous group, diverse in ethnic and language backgrounds, socioeconomic status, education levels, and levels of English language proficiency (ELP). In order to effectively educate ELs, teachers must assess each student's academic and language-development needs and tailor their instruction accordingly. Teachers also need to closely monitor student progress. Schools and LEAs must use appropriate and reliable evaluations and testing methods to measure ELs' knowledge of core subjects. This includes assessing ELs in their primary languages when ELs receive content instruction in those languages. Additional information on monitoring the progress of ELs will be discussed in depth in Chapter 8 of this tool kit.

As noted earlier, if students develop academic gaps while focusing on English language acquisition, LEAs must provide compensatory and supplemental services to remedy those gaps. Provided that those services are offered during the instructional day, LEAs may also consider for example, ELs' access to summer programs that can provide extra support. Sacks (2014) studied one statewide effort to provide summer programs for ELs, and concluded that programs with a mix of academic instruction and enrichment activities diminished summer learning loss for ELs.

In addition to offering equal access to the core curriculum, LEAs have an obligation to provide ELs with equal opportunities to participate meaningfully in "all programs and activities . . . whether curricular, co-curricular, or extracurricular." (U.S. Department of Education, Office of Civil Rights, and U.S. Department of Justice, January

2015). This includes the obligation to provide ELs with equal access to all school facilities—including computer labs, science labs, etc. It also includes pre-kindergarten, magnet, and career and technical education programs, as well as counseling services, online and distance learning opportunities, performing and visual arts, athletics, and extracurricular activities, such as clubs and honor societies. As the next section explores, LEAs must also provide ELs with equal access to Advanced Placement (AP), honors, and International Baccalaureate (IB) courses, and gifted and talented education (GATE) programs.

The following checklist is intended to assist with providing equal access to curricular and extracurricular programs. The checklist provides suggested questions only. Schools and LEAs should check with their SEA's policies and federal guidance to ensure compliance.

English Language Development (ELD)

★ Does ELD instruction prepare ELs to participate in the academic curriculum in English?

★ Is the ELD instruction tailored to and does it build upon students' levels of ELP?

★ Is there ongoing, systematic assessment of ELs' progress toward English proficiency?

Curricular and Extracurricular Programs

★ Do the EL programs provide access to the same standard grade-level curriculum—or to a comparable curriculum, equally rigorous—as is offered to never-ELs, while also providing appropriate language assistance strategies in core instruction?

★ Are ELs integrated into the school's educational programs, extracurricular offerings, additional services, and student body?

★ Do ELs have equal access to all of the school's facilities (e.g., computer labs, science labs, cafeteria, gym, and library)?

★ Are ELs assessed in the core-content areas with appropriate and reliable evaluations and testing methods?

★ Do content assessments indicate that ELs are making academic progress while in the EL program, and that former ELs are performing comparably to that of their never-EL peers? If not, are timely services provided to ELs to accelerate academic progress? Are those services offered within the school day?

PROVIDING ENGLISH LEARNERS EQUAL ACCESS TO ADVANCED COURSES AND GIFTED AND TALENTED PROGRAMS

KEY POINTS

- LEAs may not exclude ELs from GATE programs, or other specialized programs, such as AP, honors, and IB courses.

- LEAs must ensure that evaluation and testing procedures for GATE or other specialized programs do not screen out ELs because of their ELP levels.

- SEAs and LEAs should monitor the extent to which ELs and former ELs are referred for and participate in GATE programs and AP, honors, and IB courses, as compared to their never-EL peers.

In school year 2011–12, ELs represented 5 percent of high school students, yet only two percent of all students who were enrolled in at least one AP course. That same school year, ELs represented only 1 percent of the students receiving a qualifying score of three or above on an AP exam. As shown below, non-ELs participated in AP programs at a rate of two-and-a-half times that of ELs and in GATE programs at a rate of three-and-a-half times that of ELs (U.S. Department of Education, Office for Civil Rights, 2014).
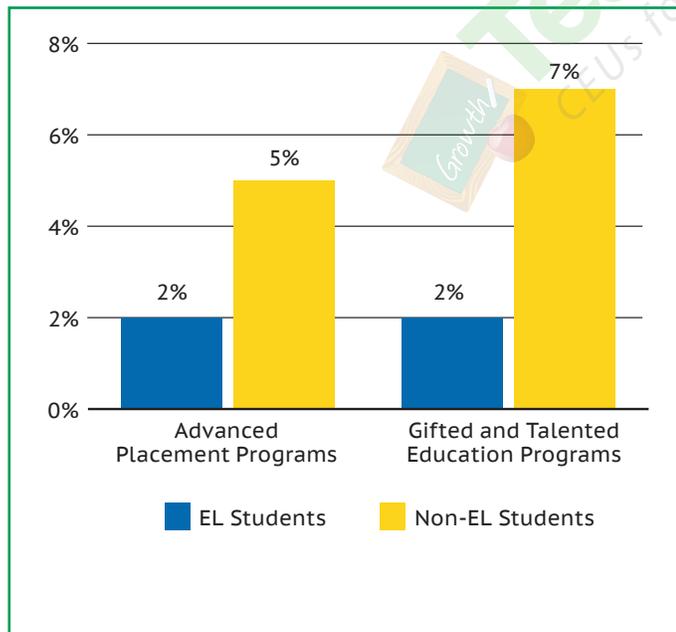
LEAs should identify all students, including ELs, who can participate in GATE or other specialized courses such as AP, honors, or IB. Expanded access to rigorous coursework helps prepare students for success in college and careers. LEAs must ensure that their GATE admission policies and practices do not limit ELs' access to and participation in GATE. If an LEA believes there is an educational justification for requiring English proficiency in a particular GATE or other advanced program, it should consider whether a school could use a comparably effective policy or practice that would have a less adverse impact on EL students. Lastly, SEAs and LEAs should monitor the extent to which ELs and former ELs are referred for and participate in GATE programs and AP, honors, and IB courses, as compared to their never-EL peers.

A case study of one LEA (Harris, Plucker, Rapp, & Martínez, 2009) found that ELs are underrepresented in gifted and talented programs, and presented several barriers related to LEA referral and identification policies. The challenges included (1) a lack of clear guidance from the SEA on identifying students from underrepresented populations who may be gifted; (2) the frequent mobility among some ELs; (3) some teachers' belief that attaining ELP should occur before identifying ELs as gifted and talented; (4) assessment instruments that are not culturally appropriate; (5) a lack of professional development for general education teachers about the cultural backgrounds and histories of ELs; and (6) a lack of effective communication with EL parents.

	Advanced Placement Programs	Gifted and Talented Education Programs
EL Students	2%	2%
Non-EL Students	5%	7%

To ensure that ELs have the opportunity to participate in GATE programs, LEAs should evaluate them using multiple assessment tools, methods (e.g., non-verbal assessments, such as drawing, matching, portfolios, performances, etc.), and contexts (e.g., in-school and out-of-school), so that ELs can demonstrate their knowledge without relying primarily on their ability to use English (Harris, Rapp, Martínez, & Plucker, 2007). LEAs should also consult various sources, such as teachers, parents, and others. School personnel evaluating ELs for GATE services should also strive to understand ELs' diverse cultural values because different cultures stress different gifts and talents.

Additionally, ELs who are gifted and have a disability—sometimes referred to as twice exceptional students—must be carefully monitored so that they can receive EL and special education services, and gifted curricula at their ability levels. Twice exceptional ELs should receive services consisting of GATE instruction, English language support, special education and related services and supplementary aids and services (as specified in their IEPs), and appropriate accommodations and case management.

The following checklist is intended to assist with providing equal access to advanced classes and GATE programs for ELs. The checklist provides suggested questions only. Schools and LEAs should check with their SEA's policies and federal guidance to ensure compliance.

★ Do GATE admission criteria apply equally to both ELs and their never-EL peers? Are criteria for ELs unwittingly or arbitrarily set higher (for example, admitting only students with "B" averages or higher, when grades may be affected by ELP levels)?

★ Are GATE evaluations and testing methods available in formats that do not depend on students' English language skills?

★ Do GATE evaluations include multiple sources, methods, and recommendations from both ESL teachers and general education teachers?

★ Do the school personnel making GATE program participation decisions have knowledge of ELs' cultures and backgrounds?

★ Do policies and processes enable ELs to access advanced classes and GATE programs for which ELP is not necessary for meaningful participation?

★ Do policies and processes ensure that advanced classes, GATE programs, and EL services are not scheduled at the same time?

★ Do SEAs and LEAs have a process and policy to monitor the rate at which ELs and former ELs are referred for and participate in GATE programs and AP, honors, and IB courses, as compared to their never-EL peers?

PROVIDING ENGLISH LEARNERS EQUAL ACCESS TO CURRICULAR AND EXTRACURRICULAR PROGRAMS

The following set of tools is intended to assist schools, LEAs, and SEAs in providing ELs with equal access to curricular and extra-curricular programs, advanced classes, and GATE programs. The tools provide information on how to access relevant school and district data, strategies for supporting ELs in meeting college- and career-ready standards and considerations in identifying and serving gifted ELs.

Tool #1, Data Collection, provides information on how to access and use the data on ELs from the Office for Civil Rights' Civil Rights Data Collection (CRDC).

Tool #2, Six Key Principles for Teaching English Learners, will help guide LEAs as they work to develop standard-aligned instruction for ELs.

Tool #3, English Learners and the College- and Career-Ready Standards, provides examples of resources, instructional strategies, coursework, etc., designed to help ELs meet college- and career-ready standards in language arts and mathematics.

Tool #4, Serving Gifted English Learners, includes policy recommendations for identifying and serving ELs who are gifted and talented.

In analyzing school and LEA services to ELs, educators may begin with a review of the educational data available through multiple local, state, and national resources. One such resource is the CRDC website which provides data collected from schools and LEAs on key education and civil rights issues in our nation's public schools—including student enrollment and educational programs and services—and disaggregated by race/ethnicity, sex, EL status, and disability. The website presents this data using various reports and tools. It also provides school- and LEA-level summaries of the CRDC in its "Summary of Selected Facts" charts, and allows users to "drill down" into disaggregated data displays for all of the civil rights data from the 2011–12 school year for a school or LEA. The data can be an indicator of potential equity and opportunity gaps that may exist between ELs (or limited English proficient [LEP] students, as they are referred to here) and non-ELs. The data, however, does not disaggregate between ELs, former ELs, and never-ELs.

TIPS FOR FINDING CRDC DATA ON ENGLISH LEARNERS

How to Obtain and Use the Data

To investigate a school's or LEA's EL and non-EL enrollment rates in Algebra I, AP, and GATE programs as well as other information on ELs, follow these steps:

1. Visit OCR's CRDC website at http://ocrdata.ed.gov.

2. Click on "School and District Search" on the left-hand navigation menu or on "2009–10 and 2011–12 LEA or School Reports" in the center of the page.

3. Click on "Find School(s)" or "Find District(s)," depending on your search.

   - To search for a school by name, enter its name into the "School Name" field, and click "School Search." To focus on a particular state, select the state before clicking "School Search."
   - To search for a district, click on the "Find District (s)" tab, enter the name into the "District Name" box, and click "District Search."
   - Users can also search for a school or district by name, address, city, NCES ID, distance from zip code, state, or regional office. Please note that searches are limited to 200 results.

4. Search results will appear below the "Additional Search" options. Click the school or district link from the list of results. Clicking on the name of a school will take you to the "School Summary" page, while clicking on the name of a LEA will take you to the "District Summary" page.

5. The "Summary of Selected Facts" page displays overview information about the chosen school or district. Selected data are displayed in five categories: (1) Characteristics and Membership, (2) Staffing and Finance, (3) Pathways to College and Career Readiness, (4) College and Career Readiness, and (5) Discipline, Restraint/Seclusion, Harassment/Bullying.

6. To look into more detailed EL data, use the links in the light blue boxes called "Additional Profile Facts Available." Users can choose to view the data as charts or tables (counts or percentages). OCR has compiled many pertinent EL facts into EL reports. Click on "English learner (EL) report" to review the main report, or on the plus sign to the left to view an expanded menu that includes "Total LEP students" or "LEP students enrolled in LEP programs" sub-reports.

   - The main report includes data on the following topics:
     - District characteristics
     - LEP enrollment, including race/ethnicity and proportions served in English Language Instruction Educational Programs and under the *Individuals With Disabilities Act* (*IDEA*)
     - Pathways to college- and career-readiness, including information on LEP enrollment in early childhood, advanced math and science, and AP classes; gifted and talented education programs; and SAT and ACT test taking
     - Discipline

   - The sub-reports compare overall enrollment to the race/ethnicity, sex, and disability status of total LEP students in the school or those enrolled in LEP programs.

   - For additional data on ELs with disabilities, click "Students With Disabilities (*IDEA*)" or "Students With Disabilities (504)" in the blue box on the right-hand side of the screen. At the bottom of the page are data comparing rates of all students with those of ELs in an LEA who are served under *IDEA* or *Section 504* of the *Rehabilitation Act of 1973*, as amended. Under "EDFacts *IDEA*" are data by type of disability.

7. Using the "Detailed Data Tables" under "Custom Chart & Detailed Data Tables" in the left-hand navigation menu of the homepage (or in the main menu in the center of the page) allows users to view and compare data across multiple years and schools. Users can access and customize detailed data tables.

TOOL #2
SIX KEY PRINCIPLES FOR TEACHING ENGLISH LEARNERS

The Understanding Language District Engagement Subcommittee at Stanford University compiled the following principles from papers presented and discussions had at its January 2012 meeting. In developing these principles, the subcommittee drew directly from theory, research, and professional knowledge related to the education of ELs and the papers presented at the conference.

KEY PRINCIPLES FOR ENGLISH LEARNER INSTRUCTION

The Common Core State Standards (CCSS) in English Language Arts and Mathematics as well as the Next Generation Science Standards (NGSS) require that ELs meet rigorous, grade level academic standards. The following principles are meant to guide teachers, coaches, EL specialists, curriculum leaders, school principals, and district administrators as they work to develop CCSS-aligned instruction for ELs. These principles are applicable to any type of instruction regardless of grade, proficiency level, or program type. Finally, no single principle should be considered more important than any other. All principles should be incorporated into the planning and delivery of every lesson or unit of instruction.

1. **Instruction focuses on providing ELs with opportunities to engage in discipline-specific practices, which are designed to build conceptual understanding and language competence in tandem.** Learning is a social process that requires teachers to intentionally design learning opportunities that integrate reading, writing, speaking, and listening with the practices of each discipline.

2. **Instruction leverages ELs' home language(s), cultural assets, and prior knowledge.** ELs' home language(s) and culture(s) are regarded as assets and are used by the teacher in bridging prior knowledge to new knowledge, and in making content meaningful and comprehensible.

3. **Standards-aligned instruction for ELs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.** Instruction that is rigorous and standards-aligned reflects the key shifts in the CCSS and NGSS. Such shifts require that teachers provide students with opportunities to describe their reasoning, share explanations, make conjectures, justify conclusions, argue from evidence, and negotiate meaning from complex texts. Students with developing levels of English proficiency will require instruction that carefully supports their understanding and use of emerging language as they participate in these activities.

4. **Instruction moves ELs forward by taking into account their English proficiency level(s) and prior schooling experiences.** ELs within a single classroom can be heterogeneous in terms of home language(s) proficiency, proficiency in English, literacy levels in English and student's home language(s), previous experiences in schools, and time in the U.S. Teachers must be attentive to these differences and design instruction accordingly.

5. **Instruction fosters ELs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.** ELs must learn to use a broad repertoire of strategies to construct meaning from academic talk and complex text, to participate in academic discussions, and to express themselves in writing across a variety of academic situations. Tasks must be designed to ultimately foster student independence.

6. **Diagnostic tools and formative assessment practices are employed to measure students' content knowledge, academic language competence, and participation in disciplinary practices.** These assessment practices allow teachers to monitor students' learning so that they may adjust instruction accordingly, provide students with timely and useful feedback, and encourage students to reflect on their own thinking and learning.

TOOL #3
ENGLISH LEARNERS AND THE COLLEGE- AND CAREER-READY STANDARDS

While the following tool is designed for states that have adopted the Common Core State Standards it may prove useful for any state in applying college- and career-ready standards to ELs. The National Governors Association Center for Best Practices and the Council of Chief State School Officers are the owners and developers of the Common Core State Standards. The resource below, and others, can be found on the http://www.corestandards.org website.

ELLs are a heterogeneous group with differences in ethnic background, first language, socioeconomic status, quality of prior schooling, and levels of ELP. Effectively educating these students requires diagnosing each student instructionally, adjusting instruction accordingly, and closely monitoring student progress. For example, ELLs who are literate in a first language that shares cognates with English can apply first-language vocabulary knowledge when reading in English; likewise ELLs with high levels of schooling can often bring to bear conceptual knowledge developed in their first language when reading in English. However, ELLs with limited or interrupted schooling will need to acquire background knowledge prerequisite to educational tasks at hand. Additionally, the development of native like proficiency in English takes many years and will not be achieved by all ELLs especially if they start schooling in the US in the later grades. Teachers should recognize that it is possible to achieve the standards for reading and literature, writing & research, language development and speaking & listening without manifesting native-like control of conventions and vocabulary.

English Language Arts

The Common Core State Standards for English language arts (ELA) articulate rigorous grade-level expectations in the areas of speaking, listening, reading, and writing to prepare all students to be college and career ready, including English language learners. Second-language learners also will benefit from instruction about how to negotiate situations outside of those settings so they are able to participate on equal footing with native speakers in all aspects of social, economic, and civic endeavors.

ELLs bring with them many resources that enhance their education and can serve as resources for schools and society. Many ELLs have first language and literacy knowledge and skills that boost their acquisition of language and literacy in a second language; additionally, they bring an array of talents and cultural practices and perspectives that enrich our schools and society. Teachers must build on this enormous reservoir of talent and provide those students who need it with additional time and appropriate instructional support. This includes language proficiency standards that teachers can use in conjunction with the ELA standards to assist ELLs in becoming proficient and literate in English. To help ELLs meet standards in language arts it is essential that they have access to:

★ Teachers and personnel at the school and district levels who are well prepared and qualified to support ELLs while taking advantage of the many strengths and skills they bring to the classroom;
★ Literacy-rich school environments where students are immersed in a variety of language experiences;

★ Instruction that develops foundational skills in English and enables ELLs to participate fully in grade-level coursework;

★ Coursework that prepares ELLs for postsecondary education or the workplace, yet is made comprehensible for students learning content in a second language (through specific pedagogical techniques and additional resources);

★ Opportunities for classroom discourse and interaction that are well-designed to enable ELLs to develop communicative strengths in language arts;

★ Ongoing assessment and feedback to guide learning; and

★ Speakers of English who know the language well enough to provide ELLs with models and support.

Mathematics

ELLs are capable of participating in mathematical discussions as they learn English. Mathematics instruction for ELLs should draw on multiple resources and modes available in classrooms—such as objects, drawings, inscriptions, and gestures—as well as home languages and mathematical experiences outside of school. Mathematics instruction for ELLs should address mathematical discourse and academic language. This instruction involves more than vocabulary lessons. Language is a resource for learning mathematics; it is not only a tool for communicating, but also a tool for thinking and reasoning mathematically. All languages and language varieties (e.g., different dialects, home or everyday ways of talking, vernacular, slang) provide resources for mathematical thinking, reasoning, and communicating.

Regular and active participation in the classroom—not only reading and listening but also discussing, explaining, writing, representing, and presenting—is critical to the success of ELLs in mathematics. Research has shown that ELLs can produce explanations, presentations, etc. and participate in classroom discussions *as they are learning English.*

ELLs, like English-speaking students, require regular access to teaching practices that are most effective for improving student achievement. Mathematical tasks should be kept at high cognitive demand; teachers and students should attend explicitly to concepts; and students should wrestle with important mathematics. Overall, research suggests that:

★ Language switching that can be swift, be highly automatic, and facilitate rather than inhibit solving word problems in the second language, as long as the student's language proficiency is sufficient for understanding the text of the word problem;

★ Instruction should ensure that ELLs understand the text of word problems before they attempt to solve them;

★ Instruction should include a focus on "mathematical discourse" and "academic language" because they are important for ELLs. Although it is critical that students who are learning English have opportunities to communicate mathematically; this is not primarily a matter of learning vocabulary. Students learn to participate in mathematical reasoning, not by learning vocabulary, but by making conjectures, presenting explanations, and/or constructing arguments; and

★ While vocabulary instruction is important, it is not sufficient for supporting mathematical communication. Furthermore, vocabulary drill and practice are not the most effective instructional practices for learning vocabulary. Research has demonstrated that vocabulary learning occurs most successfully through instructional environments that are language-rich, actively involve students in using language, require that students both understand spoken or written words and also express that understanding orally and in writing, and require students to use words in multiple ways over extended periods of time. To develop written and oral communication skills, students need to participate in negotiating meaning for mathematical situations and in mathematical practices that require output from students.

The National Association for Gifted Children developed a position statement that includes four dimensions and recommendations for equitably identifying gifted students from culturally, linguistically, and socioeconomically diverse groups. The following excerpted recommendations may help SEAs and LEAs develop and implement practices for ELs who are gifted.

IDENTIFYING AND SERVING CULTURALLY AND LINGUISTICALLY DIVERSE (CLD) GIFTED STUDENTS

Develop culturally sensitive identification protocols

★ NAGC recommends that states and school districts critically examine policies and practices related to identification to determine where and how diverse students are excluded from gifted programs.

★ To capture a holistic profile of all students, multiple criteria should be the norm. Qualitative and quantitative information gathered from families, teachers, and students should be part of the evaluative process.

★ All instruments used for screening and identification (e.g., checklists, referral forms, assessments) should be valid, reliable, and culturally and linguistically sensitive.

Ensure early and continuous access to high-end curriculum

★ Teachers should provide CLD [culturally and linguistically diverse] students with opportunities to be inspired and to demonstrate their giftedness. These opportunities should be provided early and continuously to ensure student success in gifted programs.

★ Institutions of Higher Education and school districts should utilize the National Gifted Education Standards for PreK-12 Professional Development and Using the Gifted Education Standards for University Teacher Preparation Programs as guides for developing coursework and opportunities for professional development.

Provide essential supports for CLD gifted students

★ Schools should create support programs to help gifted students from diverse backgrounds develop strong academic identities, learn coping strategies for dealing with negative peer pressure and discriminatory practices, and gain resiliency for responding to challenging life circumstances. Supportive programs should include opportunities to develop relationships with adults and college students from varied cultural groups across multiple domains.

Establish effective home, school, and community connections

★ School leadership and personnel should be proactive in building trusting, reciprocal relationships with diverse families and communities.

★ School personnel should enlist the support of local businesses and civic and faith-based organizations as partners in identifying and educating CLD gifted children and youth

★ Schools are also encouraged to present information to faculty, staff, families, and the community about cultural influences on giftedness and how giftedness may be manifested.

★ CLD parent support groups can be formed to help families of CLD students bond with each other and help schools enrich curriculum with information about unique cultural values.

Focus Research on Equity Issues

★ University, school district, private, and federal entities working in partnership should seek funding for research and demonstration projects related to equity issues.

★ Where best practices are currently in place, funding should be secured to ensure continuation of programming with consideration toward replicating such programs.

"This document was developed from the public domain document: English Learner Toolkit for State and Local Education Agencies (SEAs and LEAs) – U.S Department of Education."