



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

Standardized Assessments

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

| Language Proficiency | Academic Content/Achievement |
|---|--|
| <p>*ACCESS for ELLs Composite Score 4.0 AND Literacy Score 4.0 (FEP)</p> | <p>*CMAS: English Language Arts and Mathematics (PARCC) Reading—Proficient or Advanced Writing—Proficient of Advanced on English version (FEP)</p> |

Body of Evidence (BOE)**

| LANGUAGE PROFICIENCY | GRADE LEVEL ACADEMIC CONTENT PROFICIENCY |
|--|--|
| <ul style="list-style-type: none"> • District Review Committee Evaluation • ≥ 4.0 proficiency in each language domain of ACCESS for ELLs • Language Samples (reading, writing, listening, and speaking) • Observation Protocols (ex. SOLOM, Mondo Oral Language Assessment, etc.) • District Language Proficiency Assessments (ex. IPT, Woodcock Muñoz, LAS, WIDA MODEL, etc.) • Interim Benchmark Assessments • Student Journals • English Language Development Checklists • Student Performance Portfolios • WIDA Speaking and Writing Rubrics | <ul style="list-style-type: none"> • District Review Committee Evaluation • Evaluation of Common Grade Level Assessments (formal or informal) • Demonstration of Meeting Grade Level Expectations (GLEs) and Prepared Graduate Competencies (PGCs) • Observation Protocols • District Content-specific Proficiency Assessments • Interim Benchmark Assessments • Student Journals • Achievement/Proficiency Checklists • District Assessments • Student Performance Portfolios • READ Act Assessments • CMAS: English Language Arts (ELA), Social Studies, Science, Mathematics <p><i>* ELA includes two reporting categories, Reading and Writing, which may be considered two individual pieces of evidence.</i></p> |

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

To view state assessments in Colorado, visit the [Assessment Office](http://www.cde.state.co.us/assessment) at www.cde.state.co.us/assessment



5.6 ACCESS for ELLs

ACCESS for ELLs is a uniform English language assessment test that generates growth rates for English learners. ACCESS for ELLs is aligned with the Colorado English Language Proficiency Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing. The assessment is available in both paper-based and online formats for grades 1-12, while Kindergarten and Alternate ACCESS for ELLs are paper-based tests.

The ACCESS for ELLs assessments are designed to allow English learners the opportunity to show what they can do with academic English language within the 5 English language development standards: Social and Instructional Language and language of Language Arts, Mathematics, Science and Social Studies. Language and cognitions develop quickly in younger children, broadening in depth and breadth as they mature. In order to better target and measure younger students' language development, ACCESS for ELLs suite of assessments is divided into grade-level clusters. For each grade-level cluster, there is a test in each of the four language domains.

For more information on [ACCESS for ELLs](https://wida.wisc.edu/assess/access), visit wida.wisc.edu/assess/access

Schools, districts, and the state are the reporting units. Results for individual students will be provided back to the school for the school's records and reporting to parents. The performance levels will be reported as part of the ESSA Title III Consolidated Report to the Office of Culturally and Linguistically Diverse Education in the Colorado Department of Education. For more information on [ACCESS Proficiency Cut Score Guidance](#), visit www.cde.state.co.us/cde_english/identification-placement.

The ACCESS for ELLs scores are used in the following manner:

- Individual school and district programmatic and instructional feedback
- State accountability targets

For more information on [ACCESS for ELLs Assessment FAQ](#), visit www.cde.state.co.us/assessment/ela-transition_faq

5.7 Coordination and Collaboration

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

There should be a school-wide effort to establish agreed upon structures that will allow EL instructors to tap into the resources of their fellow educators provide to share curriculum ideas, discuss challenges and compare notes about the progress of the students they share. Teachers should be encouraged to collaborate on approaches, ideas, and issues with school building administrators to ensure that EL programs are understood and incorporated into restructuring plans, other programs (i.e., Title I), and given the resources they need to succeed.

Administrators must also orchestrate processes that assist teachers who work with ELs to seek support from parents and community groups and locate resources that serve ELs and the general population. Teachers can serve as resources to ELs' families and by understanding the resources available outside of school, they are better able to serve the needs of these families.



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

Intense pressure to improve test scores has increased focus on utilizing instructional activities to accelerate academic achievement. To provide comprehensive academic preparation it will be necessary to coordinate programs school wide and promote collaboration among all the adults in the building. Coordination and collaboration often involve restructuring time and resources to maximize planning for EL success. Recognizing the needs of ELs and establishing a common vision for providing services is often simpler than finding time to work collaboratively. Educators are being asked to do more with less, which requires a comprehensive, school-wide approach to allocating resources, PD and instructional design.

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

- **Resources**—Identification and allocation of resources is critical to maximizing services to ELs. Programs often fail because educators try to do too much with too few resources. When schools and programs compete for scarce resources, student opportunity to learn is compromised.
- **Policies**—Laws, regulations, standards, guidelines, licensing, certification and interagency agreements guide policies. Clear policies have profound impact on the ability of schools to serve ELs and for individuals to work cooperatively to meet mutual goals. ELs must be included when reporting the indicators of school achievement, including disaggregated student data from appropriate and valid assessments. These policies should be clearly communicated to all personnel.
- **Personnel**—Providing the best possible education for all students is largely dependent on the people involved; people—their skills, attitudes, degree of involvement and experience—make the difference. Provide all teachers PD opportunities to develop the expertise to work with ELs. Provide language support to communicate effectively with parents and guardians who do not speak English. Use appropriate, relevant and culturally sensitive ways to include parents and communities as partners in their children's education.
- **Processes**—Actions to establish meaningful and workable processes can promote cooperation and communication. When processes are in place, planning is facilitated. Processes are critical to carrying out policies and can profoundly affect the entire effort. Use program review and student assessment results to monitor and evaluate the ways they provide services to ELs. Modify programs and assessments for ELs as student populations and school structures change.

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



Collaborative partnerships with Community-Based Organizations (CBOs) and other agencies and organizations help broaden the support base. Supporting school success may require tutoring in the student's first language or services that traditionally have been viewed as secondary to academic achievement (i.e., healthcare and parent education programs). Collectively, community involvement can be an effective catalyst for improving the physical conditions and resources available, the attitudes and expectations within the school and the community, and the formal and informal learning opportunities for both children and adults.

Community collaboration with schools may center around three basic processes:

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

Some schools use CBOs to form partnerships for tutoring, presentations, classroom volunteers and resources. Volunteer organizations, businesses, and faith-based organizations are excellent resources for schools attempting to maximize human and other resources to benefit ELs.

The Critical Role of Libraries

Important resources in every community are school and the local or regional library systems. Libraries play a vital role in ensuring that all children have opportunities to succeed, especially since students with access to books are among the best readers in school. By providing all children access to libraries—public, school and classroom—we increase their opportunities to achieve literacy.

Teachers have a strong and dominant role in determining library use. It is essential that librarians and educators play actively encourage and mediate library use by ELs. The classroom teacher plays a pivotal role in introducing and promoting libraries. This can be facilitated by establishing a formal collaboration among the media specialist and classroom and content teachers so they can plan jointly to provide the resources students need for content area work. Ideally EL instruction in library and information skills is done by someone fluent in the students' home language. Optimally, this instruction is a joint effort by teachers, ESL/bilingual specialists, parents and librarians. Even in all-English settings, collaboration among media specialists and language acquisition specialists can yield libraries that are very accessible to ELs and their families.

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

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



5.8 Professional Development to Support High Quality Staff

Title III, Part A, Section 3102(4) and 3115(c)(2) of the Every Student Succeeds Act (ESSA) addresses the need for professional development to assist schools and districts to develop and enhance their capacity to provide high quality instructional programs designed to prepare ELs to enter all-English instructional settings. The goal is professional development designed to establish, implement, and sustain programs of English language development. This can best be accomplished by creating strong professional learning communities.

The ESSA requires that high quality PD based on scientific research and demonstrating the program effectiveness in increasing English proficiency and student academic achievement in the core academic subjects be directed toward:

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

PD needs to be of sufficient intensity and duration. It should be based on an assessment of teachers' needs to have the greatest positive and lasting impact on teachers' performance in the classroom. Without a strong PD component and appropriate instructional materials, high standards for all students will not be attainable. The 2015 reauthorization of the Elementary and Secondary Education Act identifies successful PD as encompassing activities that:

- Are an integral part of school and local education agency strategies for providing educators with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet challenging state standards,
- Are sustained, not stand-alone, one-day or short-term workshops, intensive, collaborative, job-embedded, data-driven, and classroom-focused,
- Improve and increase teachers' knowledge of the academic subjects being taught,
- Improve and increase teachers' understanding of how students learn and the teachers' ability to analyze student work and achievement,
- Are an integral part of broad schoolwide and districtwide educational improvement plans,
- Allow personalized plans for each educator to address their specific needs, as identified in observations or other feedback, and
- Improve classroom management skills

Characteristics of Professional Learning Communities (PLCs)

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

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



Colorado English Learner Professional Development Requirement

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

Professional Development Plan

When designing a Professional Development (PD) plan, educators and trainers must examine their students, the curriculum and the assessments to be utilized in the classroom. Do teachers have experience teaching students of diverse linguistic and cultural backgrounds? Are they prepared to teach to the curriculum? Can they integrate EL language needs into their lessons? Do they need additional training to administer the assessments required? How can their skills be enhanced? Questions should also seek to uncover teachers' understanding of their roles in ensuring that students not only master the curriculum but also acquire English proficiency.

The National Staff Development Council (2001) developed guidelines for best practices in planning and implementing relevant and successful staff development activities. The guidelines address context, process and content standards that are crucial to successful PD. Each of the three areas is aimed at improving the learning of all students.

Context Standards for PD

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

Process Standards for PD

- **Data-driven:** Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement
- **Evaluation:** Uses multiple sources of information to guide improvement and demonstrate its impact
- **Research-based:** Prepares educators to apply research to decision making
- **Design:** Uses learning strategies appropriate to the intended goal
- **Learning:** Applies knowledge about human learning and change
- **Collaboration:** Provides educators with the knowledge and skills to collaborate



Content Standards for PD

- **Equity:** Prepares educators to understand and appreciate all students; create safe, orderly and supportive learning environments; and hold high expectations for their academic achievement
- **Quality Teaching:** Deepens educators' content knowledge, provides them with research-based instructional strategies to assist diverse students in meeting rigorous academic standards and prepares them to use various types of classroom assessments appropriately
- **Family Involvement:** Provides educators with knowledge and skills to involve families and other stakeholders appropriately

Additional Principles that Apply to PD Standards for Instructors of English Learners

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

- **improve the instruction and assessment** of ELs;
- **enhance the ability** of teachers, principals, and other school leaders to understand and use curricula, assessment practices and measures, and instructional strategies for ELs;
- **be effective** in increasing the ELs' English proficiency and increasing the subject matter knowledge, teaching knowledge, or teaching skills of the instructor, and
- **provide coursework** (not to include one-day or short-term workshops or conferences) that will have a positive and lasting impact on the instructors' performance in the classroom, unless the activity is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on the assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher.

While these basic principles and regulatory standards provide a fairly comprehensive set of PD guidelines for all instructors, educators of ELs will benefit from a few additional criteria.

Additional Guidelines for PD

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

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



Complex changes in today's educational arena require responses that will help build the profession. The kind of collaboration that is at the heart of mentoring relationships is an important avenue for moving teaching forward. Since the 1980s, mentoring has been a grassroots effort undertaken by teachers for teachers. A well-implemented mentoring program can provide the necessary framework for teachers to have conversations and develop tools for improving teaching and increasing student achievement.

Content for English Learner Professional Development

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

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

PD Principles

Focus on teachers as central to student learning and include all other members of the school community.

Focus on individual, collegial and organizational improvement.

Respect and nurture the intellectual and leadership capacity of teachers, principals and others in the school community.

Reflect the best available research and practice in teaching, learning and leadership.

Enable teachers to develop further expertise in subject content, language development and second language acquisition, teaching strategies, uses of technologies, and other essential elements for teaching to high standards.

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

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

Allow substantial time and other resources.

Contain a coherent long-term plan.

Evaluate success on the basis of teacher effectiveness and student learning.

Adapted from U.S. Department of Education, [OELA Toolkit, Chapter 3 at www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html](http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html).

Evaluating the Effectiveness of PD

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

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

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

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



Appendix C

Knowing and Interpreting Scientifically Based Research

What is Scientifically Based Research?

The *Elementary and Secondary Education Act (ESEA) as amended by Every Student Succeeds Act (ESSA)*, requires districts using federal education dollars to implement programs proven to be successful through scientifically based research. Section 3115(a) of Title III states that local education agencies shall use approaches and methodologies based on scientifically based research on teaching LEP children and immigrant children and youth for the following purposes:

- Developing and implementing new LIEPs and academic content instruction programs, including programs of early childhood education, elementary school, and secondary school programs;
- Carrying out highly focused, innovative locally-designed activities to expand or enhance existing LIEPs and academic content instruction programs; and
- Implementing school-wide and agency-wide (within the jurisdiction of an LEA) programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to LIEPs and academic content instruction.

Feuer and Towne, October 2001, suggest that there is “no algorithm for science, nor is there a checklist for how to evaluate its quality ...science is in part a creative enterprise ...an uncertain enterprise that evolves over time.” How research is conducted will vary among educators. The National Research Council has defined it as:

A continual process of rigorous reasoning supported by a dynamic interplay among methods, theories, and findings. It builds understandings in the form of models or theories that can be tested. (Shavelson and Towne, Eds., 2002, p. 2)

No one set of scientifically based research suits all local situations—one size does not fit all. The following six guiding principles described by the National Research Council underlie all scientific inquiry—including education research. Knowledge of these principles gives teachers, administrators, and school boards the tools to judge which programs and strategies are best for the ELs served by their school, district or Boards of Cooperative Educational Services (BOCES):

Principle 1: Pose significant questions that can be investigated empirically—A synonym for *empirical* is *observation*. Science only can address questions that can be answered through systematic investigation or observation. However, questions can be posed to seek new knowledge or fill in gaps in existing knowledge by forming a hypothesis. The Research Council concludes that “The testability and refutability of scientific claims or hypotheses is an important feature of scientific investigations that is not typical in other forms of inquiry.” The questions—and the research designed to address the questions—must reflect a clear understanding of the associated theory, methods, and empirical investigations that are related to the questions.

Principle 2: Link research to relevant theory—Science is involved with developing and testing theories about the world around us. Feuer and Towne (2001) state that, “Data are used in the process of scientific inquiry to relate to a broader framework that drives the investigation.” They go on to give an example from education research: Data about student achievement or school spending alone are not useful in a scientific investigation unless they are explicitly used to address a specific question with a specified theoretical model or to generate a theory or conjecture that can be tested later.



Principle 3: Use methods that permit direct investigation of the question—A research method or design does not make a study “scientific;” the *appropriateness* of the method/design as well as the *rigor* allow the research to be considered credible. Numerous methods available to researchers in education. Often, very different methods and approaches can be appropriate in various parts of a particular research study. Multiple methods can substantially strengthen the certainty of the conclusions that result from the investigation.

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

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

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

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

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

The National Research Council’s [Committee on Scientific Principles in Education Research](http://www.nap.edu/read/10236/chapter/1) report can be found at www.nap.edu/read/10236/chapter/1 (Shavelson and Towne, Eds., 2002).

Regardless of the model used, instructional personnel need to be aware that knowledge of students’ language and culture is critical to helping facilitate student learning. By incorporating these aspects into the curriculum, the context for learning is meaningful. Scientifically based research demonstrating the effectiveness of increasing students’ English proficiency and knowledge of subject matter should guide decisions about the models for effective LIEPs. Several large scale reviews of the literature have demonstrated the efficacy of programs that incorporate students’ first language in instruction (Greene, J.P. (1998). *A meta-analysis of the effectiveness of bilingual education*. Claremont, CA: Tomas Rivera Policy Institute) and (Rolstad, K., Mahoney, K., Glass, G. V. (2005). *The big picture: A meta-analysis of program effectiveness research on English learners*. Educational Policy, 19, 572–594). Another comprehensive review of the research on ELs was completed by the National Research Council Institute of Medicine (August and Hakuta, 1998). This meta-analysis examined hundreds of studies related to bilingualism and second language learning, cognitive and social aspects of student learning, student assessment, program evaluation, and school and classroom effectiveness.

The researchers concluded that instructional models that are grounded in basic knowledge about the linguistic, cognitive, and social development of ELs are the most effective. They found that instructional models containing this basic knowledge would be rich enough to suggest different programs for different types of students. Ideally, after reviewing the research, the model adopted should be designed collaboratively taking into consideration student needs, local resources, parent preferences, and school/community input.



Appendix D

English Learner Program Models

Program Models for English Learners

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

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

For more program information visit the [National Clearinghouse for English Language Acquisition](https://ncela.ed.gov/files/uploads/5/LIEPs0406BR.pdf) (NCELA) Fact Sheet at ncela.ed.gov/files/uploads/5/LIEPs0406BR.pdf.



| Dual Language Program | Sheltered Instruction | Newcomer Programs | Transitional Bilingual | Developmental Bilingual | Two-way Immersion |
|---|--|---|--|--|--|
| Language Goals | Academic English | English Proficiency | Transition to English | Bilingualism | Bilingualism |
| Cultural Goals | Understand and integrate into mainstream American culture | Integrate into mainstream American culture | Integrate into mainstream American culture | Integrate into mainstream American culture and maintain home/heritage culture | Maintain/integrate into mainstream American culture and appreciate other cultures |
| Academic Goals | District/program goals and standards | Varied | District goals and standards | District goals and standards | District goals and standards |
| Student Characteristics | <ul style="list-style-type: none"> • NEP/LEP • Some programs mix native and non-native speakers | <ul style="list-style-type: none"> • NEP/LEP • Low level literacy • Recent arrival • Mixed L1 culture | <ul style="list-style-type: none"> • NEP/LEP • Same L1 • Mixed cultural backgrounds | <ul style="list-style-type: none"> • NEP/LEP • Same L1 • Mixed cultural backgrounds | <ul style="list-style-type: none"> • Both native English speakers and NEP/LEP students; different cultural backgrounds |
| Grades Served | <ul style="list-style-type: none"> • Any grade • During Transition to English | <ul style="list-style-type: none"> • K–12; many at secondary levels | <ul style="list-style-type: none"> • Primary and elementary grades | <ul style="list-style-type: none"> • Elementary grades | <ul style="list-style-type: none"> • K–8; preferably K–12 |
| Entry Grades | Any grade | K–12; many entering MS/HS | K, 1, 2 | K, 1, 2 | K, 1 |
| Length of students participation | Varied: 1–3 years, or as needed | Usually 1–3 semesters | 2–4 years | Usually 6 years (+K); preferably 12 (+K) | Usually 6 years (+K); preferably 12 (+K) |
| Role of mainstream teachers | Prefer mainstream teachers have SI training | Mainstream teachers must have SI training | Mainstream teachers must have SI training | Stand-alone program with its own specially trained teachers | Mainstream teachers with special training |
| Teacher qualifications | <ul style="list-style-type: none"> • Often certified ESL or bilingual teachers with SI training • Prefer bilingual | <ul style="list-style-type: none"> • Normal certification • Training on SI • Prefer bilingual | <ul style="list-style-type: none"> • Bilingual certificate | <ul style="list-style-type: none"> • Bilingual/multicultural certificate • Bilingual proficiency | <ul style="list-style-type: none"> • Bilingual/immersion certification • Bilingual proficiency • Multicultural training |
| Instructional materials, texts, visual aids, etc. | English with adaptations; visuals; realia; culturally appropriate | In L1 or English with adaptations | In L1 of students and English; English materials adapted to language levels | In L1 of students and English; English materials adapted to language levels | Minority language and English, as required by curriculum of study |



Appendix E District Self-Assessment Tool for English Language Development Plan and Evaluation

**Colorado Department of Education
Office of Culturally and Linguistically Diverse Education**

| I. A. Introduction: School District Information: Does the district have or include information on: | NO | YES |
|---|----|-----|
| 1. Size of the school district (may include number of schools)? | | |
| 2. District total enrollment? | | |
| 3. District’s ethnic diversity? | | |
| 4. Number of limited English proficient students (NEP or LEP enrolled in the school district)? | | |
| 5. Number and percent of EL students in Special Education? | | |
| 6. Number and percent of EL students in the Talented and Gifted program? | | |
| English language proficiency assessment results including: | | |
| 7. Number and percent of students progressing to a higher proficiency level on ACCESS for ELLs | | |
| 8. Number and percent of NEP/LEP students attaining English Proficiency on ACCESS for ELLs | | |
| 9. Number and percent of students on FEP monitoring status year 1 & year 2 | | |
| 10. Number and percent of students on FEP exiting status year 1 & year 2 | | |
| 11. Number and percent of students who have been re-entered into the program from monitoring status | | |
| 12. Number and percent of students who have been exited from programming, FELL students | | |
| 13. Colorado Measures of Academic Success (CMAS) results for LEP students | | |



| I. B. Introduction: School District Information on Program Goals and Philosophy (OCR Step 1) | NO | IN PROGRESS | YES |
|--|----|-------------|-----|
| 14. Does the ELD plan describe the district’s educational approach (e.g.,ESL, transitional bilingual education, structured English immersion, dual language, etc.) for educating EL students? | | | |
| 15. Is the educational approach chosen by the district recognized as a sound approach by experts in the field, or recognized as a legitimate educational strategy to ensure that ELs acquire English language proficiency and are provided meaningful access to the educational program? Is the language instruction educational program research based? | | | |
| 16. Educational goals of the district’s program of services for ELs are described. | | | |
| 17. There is a measurable goal for English language proficiency. | | | |
| 18. There is a measurable goal for mastery of subject matter content | | | |

| DISTRICT SELF ASSESSMENT NOTES |
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| II. Identification of Potential English Learner Students. Does the district: | NO | YES |
|--|----|-----|
| 1. Have established procedures for identifying potential EL students? | | |
| 2. Administer a home language survey to all students? | | |
| 3. Identify potential EL students within 30 days at the beginning of the school year? Or, 2 weeks during the school year? | | |
| 4. Have procedures to identify Native American students who may need language development services? | | |
| 5. Have procedures in place to identify Migrant students who may need additional support in addition to language development services? | | |

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

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

| DISTRICT SELF ASSESSMENT NOTES |
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| IV. Instructional Program and Educational Approaches for EL Students. | NO | IN PROGRESS | YES |
|---|----|-------------|-----|
| 1. Are the district’s programs and services as described in this section consistent with the educational theory(ies) (e.g., ESL, structured immersions, transitional bilingual education, dual language, etc.) selected by the district? | | | |
| 2. Does the description of the program of services for ELs reflect: The methods and the services the district will use to teach ELs English language skills? | | | |
| 3. Does the description of the program of services for ELs reflect: The method and the services the district will use to ensure that ELs can meaningful access and participate in the academic and special programs (e.g., English language arts history, science, social studies, music, vocational education, etc.) offered by the district? | | | |
| 4. Does the description of the delivery of services to ELs reflect: How, by whom and where the English language development services will be delivered? Does the plan identify the person(s) responsible for providing services to EL students? | | | |
| 5. If ELs are in the regular classroom for academic subjects (English language arts, history, science, etc.) how will the ELs be able to participate in these academic subjects? (For example, will the district provide training for teachers so that the ELs can effectively participate in classroom activities and comprehend the academic material being presented?) | | | |
| 6. Are guidelines and standards included for providing ELs each of the services in the district’s EL program? | | | |



| IV. Instructional Program and Educational Approaches for EL Students. | NO | IN PROGRESS | YES |
|---|----|----------------|-----|
| 7. Does the plan include standards and criteria for the amount and type of services to be provided? Does it include a process to decide the appropriate amount and type of services to be provided? | | | |
| 8. If there are any variations in the district’s program of services between schools and grade levels, are the variations described by school and grade level? | | | |
| 9. Are procedures included for notification to parents of newly enrolled students, in a language that the parents understand, of the availability and type of program of services and other options for EL students? | | | |
| 10. Are provisions made for language appropriate notice to the parents of ELs regarding school activities that are communicated to other parents (e.g.. student progress reports, school schedules, information provided in student handbooks, extracurricular activities, special meetings and events such as PTA meetings and fund raising events, etc.)? | | | |
| 11. Are the notification procedures sufficient so that the parents can make well-informed educational decisions about the participation of their children in the district’s EL program and other service options that are provided to parents? | | | |
| 12. Are supplemental services/programs available for identified Migrant, Immigrant, American Indian and Alaska Native students? | | | |

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| DISTRICT SELF ASSESSMENT NOTES |
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| V. Staffing and Professional Development. Does the district provide a description of the: | NO | IN PROGRESS | YES |
|---|----|----------------|-----|
| 1. Methods and criteria the district will utilize to ensure that staff is qualified to provide services to EL students? | | | |
| 2. Steps that will be taken by the district to recruit and hire qualified staff for its EL program? | | | |
| 3. Professional development for paraprofessionals who work with EL students? | | | |
| 4. Process used to identify the professional development needs of the staff? | | | |
| 5. Staff development program that is of sufficient intensity and duration to have a positive and lasting impact on the teacher’s performance in the classroom? | | | |
| 6. Process to evaluate (including a description of the tools to be used in the evaluation) the professional development program is having a lasting impact on the teacher’s performance in the classroom? | | | |

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

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

| DISTRICT SELF ASSESSMENT NOTES |
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| VIII. Parent and Community Involvement. Does the district provide a description of the: | NO | IN PROGRESS | YES |
|---|----|-------------|-----|
| 1. Process that will be used to communicate ESSA related information to parents? | | | |
| 2. Process and procedures that will be used to inform parents of their child's placement and progress in the district's EL program? | | | |
| 3. Process used to ensure parents of ELs and community members play a role in program decisions? | | | |

| DISTRICT SELF ASSESSMENT NOTES |
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| IX-A. Program Evaluation, Review and Improvement. Does the district provide: | NO | IN PROGRESS | YES |
|--|----|-------------|-----|
| 1. Evaluation focus on overall as well as specific program goals? Do the goals address expected progress in English language development and subject matter instruction? | | | |
| 2. Evaluation include the identification factors that prevented the district from meeting set goals? | | | |
| 3. Evaluation include the process the district will use to address the factors that prevented the district from meeting set goals? | | | |
| 4. Comprehensive Scope; Does the evaluation cover all elements of an EL program, including; Program implementation practices (such as identification of potential ELs, assessment of English language proficiency, serving all eligible students, providing appropriate resources consistent with program design and student’s needs, implementing transition criteria, number of years in the EL program, etc)/ Student performance (such as progress in English language development and academic progress consistent with the district’s own goals)? | | | |
| 5. Information Collection Method: Does information collection practices support a valid and objective appraisal of program success? Is the use of observational information as well as a review of records considered? Is appropriate data maintained so that the success of district programs can be measured in terms of student performance? Is the data organized and arrayed in a manner that enables the district to evaluate student performance outcomes over time and to follow the performance of students after they have transitioned from ESL or Bilingual programs? | | | |
| 6. Review of Results: Does the evaluation process result in sufficient information to enable the district to determine whether the program is working, and to identify any program implementation or student outcome concerns that require improvement? | | | |
| 7. Plan for modification/Improvement: Has a process been established for designing and implementing program modifications in response to concerns identified through the evaluation process? Does this process take into account information provided by stake-holders and persons responsible for implementing recommended changes? | | | |
| 8. Implementing Program Changes: Are modifications scheduled to be promptly implemented? | | | |
| 9. Ongoing Review: Is the program evaluation ongoing and sufficiently frequent to allow the district to promptly identify and address concerns with the district’s ELD program? | | | |
| 10. Alignment of evaluation with Goals and Objectives: Does the information collected permit an assessment of performance in comparison to any specific goals or measures of progress that have been established for the district’s ELD program, and whether ELs are meeting those goals? | | | |

| DISTRICT SELF ASSESSMENT NOTES |
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| IX-B. Program Evaluation, Review and Improvement. Does the district provide a list of the: | NO | YES |
|--|----|-----|
| 1. Activities or practices that have been dismissed because they were not effective? | | |
| 2. Reasons those activities were not effective? | | |
| 3. New activities or practices based on research that are expected to be effective? | | |
| 4. Research supporting the new activities or practices? | | |

| DISTRICT SELF ASSESSMENT NOTES |
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For more information about resource materials for ELD planning and self-assessment tools, visit [OCR: Developing Programs for English Learners](http://www2.ed.gov/about/offices/list/ocr/ell/toc.html) at www2.ed.gov/about/offices/list/ocr/ell/toc.html.



Appendix F

Core ESL Instructional Practices:

Teacher Self-Assessment Guide

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

Overview: Core ESL Instructional Practices (CEIP) contains 47 research-based English as a Second Language (ESL) instructional practices grouped within seven essential thematic qualities for providing English learners (ELs) culturally and linguistically responsive instruction.

Purpose: CEIP is a self-assessment tool for use when educating English learners (ELs), also referred to as Emerging Bilinguals (EBs), in reading, writing, mathematics, and the social sciences. Through self-examination, educators are empowered to improve instruction by using results to: 1) Confirm/adjust high quality Tier 1 and 2 instruction; 2) Inform coaching; and 3) Clarify professional development topics.

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

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

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

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

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

Strengthening Unit Instruction: Check one or two themes to incorporate in unit delivery:

Theme Selected: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____

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

Theme Number: _____ Action Item: _____
Theme Number: _____ Action Item: _____

III. Instructions: Circle the level to indicate the extent to which each instructional practice is incorporated your Instructional Unit:

- 4=Extensive – Practice employed throughout all lessons in the entire Unit/Topic
- 3=Frequent – Practice employed throughout most lessons in Unit/Topic (i.e., more than half)
- 2=Partial – Practice employed in few lessons in Unit/Topic (i.e., more than 2, less than half)
- 1=Minimal – Practice never or infrequently employed in the Unit/Topic (i.e., only 1 or 2 lessons)

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

Theme 1: Connections

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

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

Theme Score: _____ (Total divided by 5)

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Theme 2: Relevance

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

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

Theme Score: _____ *(Total divided by 8)*

Theme 3: Native Language Utilization

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

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

Theme Score: _____ *(Total divided by 4)*

Theme 4: English Language Development

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

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

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| | | | | |
|--|---|---|---|---|
| c. creating opportunities for learners to incorporate new oral written language into required classroom task (e.g., frontloading vocabulary, preview/review using native language, etc.) | 1 | 2 | 3 | 4 |
| d. allowing artistic, symbolic or graphic representation to be included in written and oral tasks and shared learning (e.g., reciprocal pairs, think-pair-share, think aloud, cooperative learning, etc.)..... | 1 | 2 | 3 | 4 |
| e. creating safe and positive classroom environment that encourages students to take risks in their learning (e.g., establish and model consistent norms for discussion) | 1 | 2 | 3 | 4 |
| f. incorporating sufficient wait time to formulate and articulate higher level thinking, ideas and sharing of learning | 1 | 2 | 3 | 4 |
| g. accepting varied levels of responses for students acquiring English as a second language (e.g., approximations to correct responses, multiple attempts to be successful, etc.) | 1 | 2 | 3 | 4 |
| h. emphasizing comprehension along with word accuracy when teaching concepts | 1 | 2 | 3 | 4 |

Theme Score: _____ *(Total divided by 8)*

Theme 5: Materials

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

| | M | P | F | E |
|---|----------|----------|----------|----------|
| a. classify or group information for common features/differences (e.g., different geometric shapes) | 1 | 2 | 3 | 4 |
| b. build students' shared understanding of concepts and skills (e.g., materials respect students' cultural teachings, teachers capture student conversation on chart paper) | 1 | 2 | 3 | 4 |
| c. examine abstract concepts in concrete ways (e.g., simulation, graphic aids, graphic organizers, meaning of manipulatives, etc.) | 1 | 2 | 3 | 4 |
| d. identify and acquire vocabulary of key concepts (e.g., build background knowledge)..... | 1 | 2 | 3 | 4 |
| e. identify similar patterns of vocabulary/content across different subjects (e.g., similar words and information are seen in reading passages and social studies material) | 1 | 2 | 3 | 4 |
| f. provide access to and guided practice in the use of a variety of multi-leveled source material (e.g., dictionaries, thesauri, internet, and informational posters)..... | 1 | 2 | 3 | 4 |

Theme Score: _____ *(Total divided by 6)*

Theme 6: Differentiations

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

| | M | P | F | E |
|--|----------|----------|----------|----------|
| a. using multiple forms of instruction (e.g., Scaffolded instruction, Sheltered Instruction, Direct instruction, Hands-on, modeling, read aloud, etc.) | 1 | 2 | 3 | 4 |
| b. using research-based curricula that facilitates higher-level thinking | 1 | 2 | 3 | 4 |
| c. using research-based instructional methods validated with English learners (e.g., Collaborative Strategic Reading, Language Experiences Approach, Modified Guided Reading, Guided Writing, etc.)..... | 1 | 2 | 3 | 4 |
| d. teaching toward both language and content objectives..... | 1 | 2 | 3 | 4 |
| e. providing additional supports to comprehend tasks and activities (e.g., time, repeated instruction, task analysis, rules, expectations, modeled/paired instruction, etc.)..... | 1 | 2 | 3 | 4 |
| f. implementing targeted differentiations to struggling learners, going beyond overall general differentiations implemented for all students in the classroom | 1 | 2 | 3 | 4 |

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- g. providing multiple methods to access text meaning and comprehension (e.g., effective body language, altering voice tone, modeling and demonstrating expectations, hands-on activities, etc.) 1 2 3 4
- h. using multiple classroom settings (paired-learning, centers, small groups) to provide enrichment, supplemental support, guided practice ensuring that activities are meaningful, challenging and linked to unit/lesson outcomes 1 2 3 4
- i. taking advantage of on-the-spot instructional opportunities as they arise to strengthen learning 1 2 3 4
- j. providing support/activities that vary by language proficiency level 1 2 3 4
- k. making necessary classroom management changes to address behavior needs (e.g., teacher-student proximity; positive reinforcements; reviewing/restating class routines; restructuring process for transitioning to/from activities, etc.)..... 1 2 3 4

Theme Score: _____ *(Total divided by 11)*

Theme 7: Using Assessment to Inform Instruction

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

M P F E

- a. adjust the teaching of content/skills based on student responses obtained during daily classroom activities (e.g., listening to student discussions in a small group; observing a student completing work during independent work time; paying specific attention to student facial or body language, asking probing questions to check for understanding, etc.) 1 2 3 4
- b. adjust the teaching of language development based on student responses obtained during daily classroom activities (e.g., analyzing students' understanding and use of key vocabulary during discussions; paying attention to linguistic forms produced by students in oral discussions and written task, asking probing questions to check degree of student understanding of terms and concepts, etc.)..... 1 2 3 4
- c. adjust the teaching of content/skills using results from planned assessment tasks completed by all students periodically throughout a lesson or unit (e.g., weekly reading passage comprehension test; periodic writing sample score using a rubric; completion of daily math reasoning problem; running record 1 2 3 4
- d. adjust the teaching of language development using results from planned assessment tasks completed by all students periodically throughout a lesson or unit (e.g., analyzing periodic writing sample scored using a rubric that includes students' use of key vocabulary, language form, etc.; analyzing running record by identifying patterns of error that might inform future instruction, etc.) 1 2 3 4
- e. provide students with timely, specific, and constructive feedback based on information gathered from daily classroom activities and/or planned assessment tasks including appropriate alternative tactics and procedures for learning..... 1 2 3 4

Theme Score: _____ *(Total divided by 5)*

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

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