ELA Master Plan

Belief, theory, and practice regarding English language acquisition and learning in Aurora Public Schools

ALL students deserve rigorous and equitable learning opportunities that value their linguistic and cultural diversity and their unique identities. It is our SHARED RESPONSIBILITY to ensure high expectations so ALL students will have the choice to attend college without remediation and be contributing members of a multicultural society.
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The vision of Aurora Public Schools is to graduate all students with the choice to attend college without remediation. English Language Learners are expected to acquire high levels of English proficiency that allow them to function successfully in academic settings and, ultimately, achieve this vision. This vision is grounded in the belief that, when we organize ourselves and our instruction with the needs of second language learners in mind, every student benefits (Commins, 2009). With this in mind, the ELA department works to accelerate learning for every APS student, every day by being learners, leaders and advocates by promoting language acquisition through culturally and linguistically responsive practices.

All schools are expected to meet the federal and state requirements of Title III of the No Child Left Behind Act (NCLB) and the English Language Proficiency Act (ELPA). In order to do this, the ELA department supports sites to provide high-quality instruction to English Language Learners in the areas of language development, literacy, and standards-based content. The ELA department supports this work by developing, strengthening, and expanding academic language instruction.

The expected outcome of any ELA best practice instructional model is the development of students’ proficiency in the four areas of communication: listening, speaking, reading, and writing. Our goal is that ELLs consistently meet the same challenging state academic content standards for ALL students as measured by state and district level assessments. Implementation of effective ELA instructional models and approaches also expedites closing of the achievement gap.

APS also recognizes that along with the linguistic demands of being a language learner, there are also cultural aspects to be considered. As a result, culturally responsive teaching in all settings is critical. APS is committed to fostering settings where students feel valued, welcomed and a sense of belonging.

Aurora Public Schools offers services to English Language Learners through two complementary aspects of programming: Differentiated content instruction and English Language Development (ELD). Each of these aspects of programming is designed to ensure that students develop English-language proficiency and build academic skills in all areas of the core curriculum. All options contain the following required components:

- Well-articulated, standards-based, differentiated English Language Development (ELD) instruction, specifically designed for English Language Learners
- Well-articulated, standards-based, differentiated instruction in the core curriculum, with primary language support where possible
- Structured experiences designed to develop multicultural proficiency and positive identity

“When other people’s children become our children, the savage inequalities of impoverished home environments and obstacles faced by cultural and linguistic minorities may be overcome and child with potential to learn may be found everywhere, in every school, and in every ethnic and socioeconomic group in society” (Delpit, 1995)

APS fact sheets are available to access information via the APS website:
- APS ELL Fact Sheet
- APS Language Fact Sheet
INTRODUCTION

**CHAPTER 1: IDENTIFICATION, PLACEMENT AND REDESIGNATION OF ELL’S**

English language learners deserve and have a legal right to be correctly and efficiently identified and placed in order to begin receiving the appropriate support and services. Schools have a legal obligation to ensure that students are correctly identified.

**CHAPTER 2: ONGOING ASSESSMENT**

The consistent collection and analysis of data in a variety of ways is critical for sound decision making and precise instructional moves.

**CHAPTER 3: INSTRUCTIONAL MODELS**

All students deserve rigorous, differentiated instruction that is based on their language proficiency levels and content understandings.

**CHAPTER 4: ELA AND EXCEPTIONAL STUDENT SERVICES**

All students come to school with unique experiences that shape who they are and how they learn. It is the responsibility of teachers and staff to identify student strengths and build upon those in order to further their growth and achievement.

**CHAPTER 5: PROFESSIONAL DEVELOPMENT**

Meaningful professional development fosters capacity building and collaboration. This learning results in changed thinking and practice which increases achievement for English Language Learners.

**CHAPTER 6: ROLES AND RESPONSIBILITIES**

All teachers and staff in Aurora Public Schools have unique roles and responsibilities that contribute to bettering the lives of ALL students. Everyone has the capacity to inspire and lead instructional improvement.

**CHAPTER 7: ENHANCING CROSS-CULTURAL COMMUNICATION**

All teachers and staff in Aurora Public Schools seek to understand the values, beliefs, and attitudes that represent a wide variety of cultures. They use this understanding to build effective communication and relationships among students, families, staff, and the community.

**BELIEFS**

[ALL students deserve rigorous and equitable learning opportunities that value their linguistic and cultural diversity and their unique identities. It is our shared responsibility to ensure high expectations so ALL students will have the choice to attend college without remediation and be contributing members of a multicultural society.]
Chapter 1: Initial Assessment, Identification and Placement

“Identical education does not constitute equal education” (Lau vs. Nichols, 1969).
OVERVIEW

The school district has the legal responsibility to identify those students who have a primary language other than English and may need assistance in meeting the requirements for grade promotion and graduation. This responsibility is rooted in federal and state laws. Therefore, everyone in the school including administrators, office staff, classroom teachers, parents, and students plays a role in the identification and assessment of students eligible for the program. However, the English Language Acquisition (ELA) staff assigned to the individual sites, have been given the primary responsibility for properly identifying and assessing English Language Learners (ELLs) in their building.

INITIAL IDENTIFICATION AND PLACEMENT

STEP 1: COMPLETION OF THE HOME LANGUAGE SURVEY (HLS)

Assuring that ELLs can achieve academic success begins with the enrollment process. After visiting central admissions, parents continue their child’s registration process at each school site. At the school site, parents of all students complete a Home Language Survey, as required by state law. This survey is completed the first time the parent enrolls the child in the district. The Home Language Survey supports the school and district in determining if a language other than English is spoken in the home. If any response on the home language questionnaire indicates the use of a language other than English, by the student or an individual in the home, then further investigation must be conducted to determine the student’s English language proficiency level. The presence of a language other than English does not automatically signify that the student is not a competent and proficient speaker of English (CDE, 2007).

STEP 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

State regulations require that all students, whose Home Language Survey indicates that a language other than English is used at home, complete English Language proficiency testing within 30 calendar days of enrollment. These students are classified as PHLOTE (Primary Home Language Other Than English) by federal legislation. This testing is done by trained personnel at the school sites with the goal of making the assessment and placement process as convenient and timely for the family and child as possible (CDE, 2007).

The assessment used to determine initial English proficiency and placement is currently the ACCESS (WIDA ACCESS Placement Test or W-APT). This assessment helps determine if students are fluent in English or are English Language Learners. The student receives scores in the domains of speaking, listening, reading, and writing, as well as an overall placement level. Figure 1.1 shows the bottom portion of the HLS, where test results are recorded. Figure 1.2 shows descriptors for levels of language proficiency, as described in WIDA (World Class Instructional Design and Assessment) and the new Colorado English Language Proficiency Standards (CELP). The exact terminology used to describe language proficiency levels varies from place to place. Figure 1.3 is included to explain the crossover between the WIDA descriptors and other commonly used descriptors including those associated with past assessments and theories.
Figure 1.1 Home Language Survey

Spanish, Amharic, Nepali, Arabic, Somali, Vietnamese
## Initial Assessment, Identification and Placement

### APS ELA Plan

**Figure 1.2 WIDA Performance Definitions**

**WIDA Performance Definitions: Listening and Reading, Grades K-12**

At each grade, toward the end of the given level of English language proficiency, and with instructional support, English language learners will process...

<table>
<thead>
<tr>
<th>Discourse Level</th>
<th>Sentence Level</th>
<th>Word/Phrase Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 5 Bridging</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rich descriptive discourse with complex sentences</td>
<td>Compound, compound-complex, and complex sentences (e.g. multiple clauses and phrases)</td>
<td>Technical and abstract content-area language</td>
</tr>
<tr>
<td>Coherent and organized related ideas</td>
<td>A broad range of sentence patterns characteristic of particular content areas</td>
<td>Words and expressions with shades of meaning for each content area</td>
</tr>
</tbody>
</table>

| **Level 4 Expanding** | | |
| Connected discourse with a variety of sentences | A variety of complex grammatical constructions | Specific and some technical content-area language |
| Explicated related ideas | Sentence patterns characteristic of particular content areas | Words and expressions with multiple meanings or connotations and idioms for each content area |

| **Level 3 Developing** | | |
| Discourse with a series of extended sentences | Compound and some complex sentences (e.g., compound, complex, and compound-complex) | Specific content words and expressions |
| Related ideas | Repetitive phrase and sentence patterns across content areas | Words or expressions related to content areas with common collocations and idioms across content areas |

| **Level 2 Emerging** | | |
| Multiple related simple sentences | Compound grammatical constructions | General and some specific content words and expressions (including cognates) |
| An idea with detail | Repetitive phrase and sentence patterns across content areas | Social and instructional words and expressions across content areas |

| **Level 1 Entering** | | |
| Single sentences or questions | Simple grammatical constructions (e.g., command, Wh-questions, declarative) | General content-related words |
| An idea within words, phrases, or chunks of language | Common social and instructional forms and patterns | Everyday social and instructional words and expressions |

...within sociocultural contexts for language use.
### Figure 1.3 Comparison of Language Proficiency Descriptors

<table>
<thead>
<tr>
<th>Discourse Level</th>
<th>Sentence Level</th>
<th>Word/Phrase Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Linguistic Complexity</strong></td>
<td><strong>Language Forms and Conventions</strong></td>
<td><strong>Vocabulary Usage</strong></td>
</tr>
<tr>
<td><strong>Level 6: Bridging</strong></td>
<td><strong>Multiple, complex sentences</strong></td>
<td><strong>A variety of grammatical structures neatly strung together and clearly consistent use of connectives, including for effect</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Organized, cohesive, and coherent expression of ideas</strong></td>
<td><strong>A broad range of sentence patterns characteristic of particular content areas</strong></td>
</tr>
<tr>
<td><strong>Level 5: Expanding</strong></td>
<td><strong>Short, expanded, and some complex sentences</strong></td>
<td><strong>A variety of grammatical structures and generally consistent use of connectives</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Organized expression of ideas with emerging cohesion</strong></td>
<td><strong>Sentence patterns characteristic of particular content areas</strong></td>
</tr>
<tr>
<td><strong>Level 4: Developing</strong></td>
<td><strong>Short and sometimes expanded sentences with emerging complexity</strong></td>
<td><strong>Repetitive grammatical structures with occasional variation and emerging use of connectives</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Expanded expression of ideas emerging from multi-idea streams</strong></td>
<td><strong>Sentence patterns across content areas</strong></td>
</tr>
<tr>
<td><strong>Level 3: Emerging</strong></td>
<td><strong>Phrase or short sentences</strong></td>
<td><strong>Formulaic grammatical structures and variable use of connectives</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Emergent expression of ideas</strong></td>
<td><strong>Repetitive phrasal and sentence patterns across content areas</strong></td>
</tr>
<tr>
<td><strong>Level 2: Entering</strong></td>
<td><strong>Words, phrases, or chunks of language</strong></td>
<td><strong>Simple grammatical construction (e.g., commands, Wh- questions, declaratives)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Single words used to represent ideas</strong></td>
<td><strong>Pronominal patterns associated with common social and instructional situations</strong></td>
</tr>
</tbody>
</table>

Within sociocultural contexts for language use.

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Aurora Public Schools | English Language Acquisition

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STEP 3: PARENT NOTIFICATION

Upon determination that the child is an English Language Learner, parents/guardians are notified via the No Child Left Behind Identification letter. This letter informs parents/guardians that their child has been enrolled in the Alternative Language Program based on the W-APT results. The letter also informs parents/guardians of the child’s language proficiency definition, NEP (Non-English Proficient) or LEP (Limited-English Proficient). A copy is stored in the student’s cumulative file.

Parents/guardians have the right to refuse English Language Acquisition services. Questions regarding refusals should be referred to the building ELA Teacher Leader.

STEP 4: PROGRAM PLACEMENT

Once students have been assessed, the ELA Teacher Leader and other ELA staff in the building will review a student’s W-APT placement results. Other documentation including, but not limited to, prior ACCESS results, TCAP scores, report card grades, enrollment history and reading and writing assessments can also be considered in making a placement decision. Figures 1.4 and 1.5 below summarize the enrollment process at the building level.

Students determined to be English
Language Learners by a body of evidence, which includes the W-APT, are enrolled in the district’s Alternative Language Program. The program includes Systematic English Language Development and sheltered instruction. Students receive ELD instruction during an allotted time each day and differentiated content instruction through the use of sheltering techniques in mainstream classes or through dedicated sheltered content classes or both. (These two components of the Alternative Language Program in Aurora Public Schools are described in more detail in Chapter 2).

The ELA Teacher documents the student’s program placement and language proficiency level on the Home Language Survey. Records are then reported within 30 days to the ELA department with proper documentation gathered by the ELA staff member. A copy of the Home Language Survey is then stored in the student’s cumulative file and the information is entered into the district’s online documenting system.
Figure 1.4 Program Placement Flowchart (CDE)
**New Student ALP Identification Process: Elementary**

**New Student Enrolls**
- Clerk: Check IC Enrollments to make sure the student has never been an APS student.
- If student has been an APS student, check ELA tab to see if he/she is an ELA student (NEP, LEP, FEP).
- If the student is designated as NEP or LEP:
  - Clerk: Email the following to the ELA teacher leader:
    - Student Name
    - Grade, Homeroom
    - Overall Placement (CELTA or W-API) score from ELA tab and data tested
    - Previous school
  - This information may be emailed at the end of each week.
- If he/she has never been an APS student, ask the parent to fill out a Home Language survey (HLS).
  - Only students who have never been an APS student should be given an HLS.
  - If HLS lists English in every line (no other languages):
  - Clerks: Place the original HLS in designated file folder for ELA teacher leader.
  - Notify ELA teacher leader that HLS indicates a language other than English.
  - If HLS lists any language other than English in any part:
  - Clerks: File the original in the student’s cumulative file
  - Add student to appropriate native speaker (FEP) section
  - Email teacher the name of the new student added to their section
- ELA teacher leader:
  - Determine placement in ELD block using Express Placement Test/Gap Finder or scores from previous year
  - Email section placement to clerk and ELD teacher
- Clerks: Add student to ELD section provided by ELA TL and notify the ELD teacher.

Legally, all students need to be identified and placed within 30 days of their enrollment date. If any questions arise, please contact the ELA Consultant assigned to your building.
New Student ALP Identification Process: Secondary

Initial Assessment, Identification and Placement  APS ELA Plan

Counseling Clerk:
Check IEPs to make sure that the student has not been an APS student. Ask parent or guardian to fill out a release form.

If student has never been an APS student, ask the parent or guardian to fill out a Home Language Survey (HLS):
- If HLS lists English in every line (no other language):
  - Counseling Clerk: Fill in HLS in designated file folder for ELA Teacher Leader
  - Email the following to the New Enrollment Group (ELA Teacher Leader, counselors, testing staff):
    - Student Name
    - Grade
    - HLS indicates language other than English
    - Schedule testing time with ELA TL or other available testing staff
    - TI release time
    - Other testing staff availability

ELA Teacher Leader (other testing staff):
- Determine if the student is PHLOTLE NEP, LEP, or PHLOTLE FEP (influence of Primary Home Language Other Than English):
  - administer student on the W-APT
  - if needed, complete further research via family or previous school (we phone call) Please document and attach to HLS

If student is PHLOTLE FEP:
- Email the New Enrollment Group that student will not receive ELA services including ELD block

Counselor:
- Complete student’s schedule
- Contact teachers regarding additions to section roster

If student is PHLOTLE NEP/LEP:
- Email the New Enrollment Group

Counselor:
- Complete student’s schedule to include the ELD section recommended by ELA Teacher Leader
- Contact teachers regarding additions to section roster

ELA Teacher Leader:
- Turn in completed paperwork to counseling clerk:
  - Original HLS
  - W-APT paperwork:
    - Writing test
  - Student answer sheet and the Scoring sheet
  - Printed score calculator sheet
- Send a copy of the HLS to “Accountability: ELA Tech” at ESC2

* For NEP/LEP students only: Keep record of new student and check that IC has been updated (allow a week’s time)

Counseling Clerk: File completed ELA paperwork in student’s CUM file

Position  Contact
Counselors
ELA Teacher Leader
Offer testing coordinator
ELA Consultant

Aurora Public Schools, English Language Acquisition
Updated 4/10/2015

Identically, in a secondary setting, students will be placed within 1-2 days of enrollment. Legally, all students need to be identified and placed within 30 days of their enrollment date. If any questions arise, please contact the ELA Consultant assigned to your building.
PROCESS FOR REDESIGNATION TO ENGLISH PROFICIENT

The following guidelines pertain to the redesignation and exit process established for ELLs. This requires the assessment, evaluation, documentation and thereby monitoring of academic and linguistic progress over time.

Ensuring ELL success requires ongoing formal and informal assessments that are embodied in a continuous review of ELL performance and placement, in accordance with the state of Colorado. According to the Colorado Department of Education, districts must establish objective redesignation criteria to ensure that ELLs are meeting the same high content area standards as compared to their non-ELL peers before being redesignated. The Office for Civil Rights (OCR) requires that exit criteria ensures that former ELLs not be placed into an academic setting for which they are not prepared to function successfully without remedial assistance. Students must be assessed to determine if they have developed sufficient English language proficiency in comprehension, speaking, listening, reading, and writing in order to be redesignated (CDE, 2007).

Once students gain sufficient English proficiency, they are officially redesignated from Limited English proficient (LEP) status to Fluent English proficient (FEP) status based on a body of evidence. See Figure 1.6 for a description of the process for redesignation. The student must be monitored for a two-year period before formally exiting APS’ Alternative Language Program. The Division of Accountability and Research looks at data yearly to monitor the progress of these students. In addition, ELA consultants and teachers work at a site level to continue to monitor the FEP students’ progress.

RE-DESIGNATION AND EXIT CRITERIA

English Language Learners are redesignated from Limited English proficient (LEP) to Fluent English proficient (FEP) status based on a body of evidence including formative and summative assessments. These assessments include ACCESS (Assessing Comprehension and Communication in English State to State) and TCAP (Transitional Colorado Assessment Program).

<table>
<thead>
<tr>
<th>Grades 3-12</th>
<th>ACCESS</th>
<th>TCAP/Academic Proficiency</th>
<th>Additional Body of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• ‘5’ or higher on the listening, speaking and reading tests,</td>
<td>• High Partially Proficient range on Reading and Writing TCAP</td>
<td>• It is still expected that a body of evidence, including grades, will be used for all final re-designations.</td>
</tr>
<tr>
<td></td>
<td>• ‘4.5’ on the writing test.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades K-2</td>
<td>• ‘5’ or higher on the listening, speaking and reading tests,</td>
<td>• AT or above grade level DRA 2</td>
<td>• It is still expected that a body of evidence, including grades, will be used for all final re-designations.</td>
</tr>
<tr>
<td></td>
<td>• ‘4.5’ on the writing test.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Redesignation is a legal term used to describe students’ language proficiency status.

In Aurora Public Schools “Redesignation” is the process used to evaluate English Language Learners’ achievement and “redesignate” students from Limited English Proficient (LEP) status to Fluent English Proficient (FEP). Following redesignation as FEP, students’ academic progress must be monitored for 2 years.
INITAL ASSESSMENT, IDENTIFICATION AND PLACEMENT

CDE (2007) lists the following as responsibilities of ELA staff recommending re-designation:

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

MONITORING STATUS

After redesignation, a student moves to monitoring status for two years. During this time, ELA Consultants remain in contact with the general education/content area teacher(s) and ELA Teacher leaders at each building to check and document the progress of monitored students. CDE (2007) recommends an ongoing, documented evaluation, two to four times per year for these students because monitored students are still considered to be in-program and should receive linguistic or academic support as needed during the monitoring period.

After the two-year monitoring period, a student is exited from the ELA program if it is determined that during the monitoring period they were able to participate in the academic content without remediation.

EXITING THE ALTERNATIVE LANGUAGE PROGRAM

A decision to exit a student will be made based on the following criteria:

1. Meeting proficient requirements on the state’s language proficiency assessment, currently ACCESS.
2. At or above PARTIALLY PROFICIENT on age and grade-level academic, standards for reading and writing as measured by state assessments (TCAP)
3. At or above PROFICIENT in age- and grade-level course work and reading for non-ELL peers
4. Satisfactory academic achievement during 2 years of monitoring
Redesignation of ELA Students to Monitor Status

The majority of student redesignation is determined in the spring when ACCESS scores are released using TCAP scores from the previous year. Additional redesignation is completed in the fall when TCAP scores are released. In very few circumstances, individual student redesignation is determined at other times during the school year.

**Spring**

- An initial/potential list of redesignated students is generated based on current ACCESS and the previous year's TCAP scores.

**Fall**

- Once TCAP scores are available, another list will be generated to include students whose TCAP scores now qualify for redesignation.
- This list includes much fewer students than the Spring list and will include the student's current school. It is the responsibility of the current school to complete the process.

The ELA Consultant and ELA TL review the data for each student listed to determine whether or not each individual student is eligible for redesignation. The student's classroom teacher(s) may also be consulted as necessary.

- If there is a discrepancy between the scores and the student's grades, further exploration into the reasons for poor grades (e.g., "insanity") should be noted on the form along with the collaborative decision between the Consultant, Teacher Leader and other licensed personnel. The Consultant will direct further questions to the ELA Director.
- If the decision is made to redesignate a student with poor grades, language must be ruled out as a factor for those poor grades.

The ELA Consultant signs off on redesignation form.

The ELA Director's signature is necessary for students who do not meet the initial cut-off tests provided by Accountability and Research.

If it is determined that the student should not be redesignated, the original is filed in the student's cumulative file (Accountability and Research does not need a copy of this form because the information is located in IC).

If it is determined that the student should not be redesignated, this is clearly noted by attaching a change of information form to the original form and both are given to the ELA Technician in Accountability and Research. This form does not go in the student’s cumulative file.

The ELA Technician in Accountability and Research will file it at the district level. The ELA TL should keep a list of these students for their own records.

Once redesignations (Spring and Fall) have been finalized, Accountability and Research will generate letters and mail them to families. Redesignation information will then be uploaded into Infinite Campus.

If a letter is returned as undeliverable and the student is still enrolled in the district, it will be sent to the student's current school to be sent home with the student.

If the student is no longer enrolled in the district, a returned letter will be filed in the district office.

Once students have been redesignated to monitor status, they will be monitored for 2 years in the following ways:

- After Quarter 1, ELA TL's and the ELA Consultant will review the list of M1 and M2 students from a list generated by the ELA Technician.
- Accountability and Research also monitors M1 and M2 students' scores.
ELA FILES
All information for an English language learner is stored in a student's cumulative folder as well as the
district online data base, Infinite Campus. Items that need to be included are:

- Home Language Survey – completed and signed
- Copy of NCLB Identification parent letter
- W-APT Placement Scores
- ACCESS score sheets
- Refusal letter, if applicable
- Redesignation letter, if applicable

RESOURCES AND FORMS
Important forms (i.e. APS Home Language Survey) can be accessed by ELA teacher leaders on the APS
ELA website. A password is required.
“As educators, we must be attentive to how our students learn and how they demonstrate their learning; therefore, it is our responsibility to provide English language learners with the appropriate tools and techniques to enable them to thrive within a standards-based environment” (Gottlieb, 2006).
OVERVIEW

Formative and summative assessment is something everyone does. This includes students, parents and all personnel at the school and district level – teachers, counselors, instructional assistants and administrators. Rather than considering evaluation as a specific event (or an annual report), it is to be part of our daily work.

Sound ongoing assessment of English language learners:

- Is a component of a system of teaching and learning
- Must be inclusive, fair, relevant, comprehensive, valid, and yield meaningful information
- Is powerful in providing evidence that our students are learning and making progress
- Must include differentiation based on the English proficiency level of the student (Gottlieb, 2006)

Figure 2.1: Teaching and learning cycle

The Teaching and Learning Cycle (above) illustrates the system of which, assessment and evaluation are components. The questions highlighted in the graphic are critical help to ensure that the process of planning, instruction, assessment and evaluation remains focused around grade-level standards and student learning. As this process is utilized, we must ensure all English Language Learners have access to grade-level content so they are able to demonstrate their understandings and extend upon what they already know.

COLORADO ENGLISH LANGUAGE PROFICIENCY STANDARDS

On December 10, 2009, the Colorado State Board of Education voted unanimously to adopt the World-Class Instruction Design and Assessment (WIDA) standards as the Colorado English Language Proficiency (CELP) standards. These standards and related resources can be found at www.wida.us.
The WIDA resources are organized in the following categories:

- ELP standards
- Grade level cluster
- Language domain
- English language proficiency level
- Model performance indicators

Using these resources, educators at all grade levels in all content areas are able to meet the needs of their ELLs.

**Types of Assessment**

We utilize two general categories of assessment in order to measure and monitor student progress: summative (assessment of learning) and formative (assessment for learning). We can evaluate summative and formative assessments for both language and content. Gottlieb (2006) explains the distinguishing features of these categories:
FIGURE 2.3 KEY FEATURES OF SUMMATIVE AND FORMATIVE ASSESSMENTS

<table>
<thead>
<tr>
<th>Large-Scale Measures [Summative Assessment]</th>
<th>Classroom Measures [Formative Assessment]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative in nature, occurring at designated time intervals, at the same month each year (such as state assessment)</td>
<td>Formative in nature, occurring on an ongoing basis, such as every week</td>
</tr>
<tr>
<td>Standardized or standard in their administration; teachers all read and follow the same set of directions and procedures for example</td>
<td>Individualized for classrooms or students, such as sixth-grade math test</td>
</tr>
<tr>
<td>Designed and implemented at department, program, district, or state levels (such as end of course test)</td>
<td>Teacher created; teachers construct and score the measures</td>
</tr>
<tr>
<td>Generally restricted to testing, such as multiple-choice and short-answer questions</td>
<td>Use a variety of approaches and response formats where students produce original work</td>
</tr>
<tr>
<td>Within a designated time frame, such as over several class periods</td>
<td>Within an extended time frame, such as projects or units of instruction</td>
</tr>
</tbody>
</table>

Includes:
- State tests (CMAS, ACCESS)
- District assessments, such as norm-referenced or criterion referenced tests, writing samples, or other performance tasks with their accompanying standard rubrics (i.e. interim assessments)
- End-of-course assessments, end-of-unit assessments
- Department-level tests
- Standard portfolios and rubrics

Includes:
- Informal reading inventories
- Structured observation/monitoring
- Extended projects with descriptors or criteria
- Performance tasks (e.g., writing samples, speeches, exhibits, demonstrations) with specific criteria or rubrics
- Student portfolios and rubrics
- Interviews and conferences
- Student self-assessment

SUMMATIVE ASSESSMENT (ASSESSMENT OF LEARNING)

Summative assessment allows instructors to measure learning over an extended period of time. The following are district level summative assessments. For information about school and district statistics, see the APS Division of Accountability and Research website.

WIDA ACCESS ASSESSMENT

The current assessment, the WIDA ACCESS (Assessing Comprehension and Communication in English State to State) test, is designed to provide a picture of students’ English Language Development. The primary purpose of the assessment program is to determine the level at which Non-English Proficient (NEP) and Limited English Proficient (LEP) students meet the Colorado English Language Proficiency Standards in four domains (Listening, Speaking, Reading and Writing). The data is used to keep abreast of individual student, school, and district progress toward attaining English Language Proficiency. The content of the WIDA ACCESS uses language that has been selected for its appropriateness to specific grades and is typical of language that students encounter in the classroom.

The WIDA ACCESS test results are not to be used as the sole source for the designation of Non English Proficient (NEP), Limited English Proficient (LEP), or Fully English Proficient (FEP). A body of evidence must be used to determine a student’s English language proficiency.
The Partnership for Assessment of Readiness for College and Careers is a consortium of states working together to develop a set of assessments that measure whether students are on track to be successful in college and their careers. These K–12 assessments in mathematics and English language arts/literacy provides teachers, schools, students and parents better information about whether students are on track in their learning. It also provides information on whether students are on track for success after high school, and tools to help teachers customize teaching and learning to meet student needs.

The PARCC assessment is based on the core belief that assessment should work as a tool for enhancing teaching and learning. Because the assessments are closely aligned with the new, more rigorous Common Core State Standards (CCSS), they ensure that every child is on a path to college and career readiness by measuring what students should know at each grade level. They also provide parents and teachers with timely information to identify students who may be falling behind and need extra help, as well as students who are excelling and are ready for additional challenges.

The Colorado Measure of Academic Success (CMAS) are state-wide Social Studies and Science Assessments that are administered to 4th, 5th, 7th, 8th and 12th graders. More information regarding the CMAS state assessments, can be found at the Colorado Department of Education website.

CMAS (PARCC) ACCESSIBILITY FEATURES AND ACCOMMODATIONS FOR ENGLISH LEARNERS

Testing accessibility features and accommodations such as extended time, native language support, and oral presentation may be necessary to allow ELLs to demonstrate their content understandings.

CDE has established guidelines and procedures for providing accommodations to English learners on these state content assessments. More information can be found in the PARCC Accessibility Features and Accommodations Manual on the CDE website.

ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVE (AMAO)

The Elementary and Secondary Education Act requires that districts report the results of their progress in meeting the Title III Annual Measurable Achievement Objectives (AMAO) for ELLs. AMAOs are the accountability measure required by the federal Elementary Secondary Education Act (ESEA) to determine the effectiveness of district programs for English Language Learners (ELLs). In Colorado, AMAOs are based on the performance of ELLs on the ACCESS and on state academic assessments. Unlike Adequate Yearly Progress (AYP) under ESEA where each school must make AYP, AMAOs are determined at the district level only. The students included in AMAOs are ELLs who are continuously enrolled in a district for one year and have ACCESS from both years.

Districts are evaluated annually in the fall on three objectives:

1. The percentage of students who improve by one level overall in English Proficiency
2. The percentage of students who become proficient in English / exit programming
3. Adequate Yearly Progress (AYP) for English Language Learners based on student test participation, graduation, attendance, and achievement in reading and math
ONGOING ASSESSMENT AND MONITORING

Title III-funded districts must meet all three objectives in order to meet the Title III annual measurable achievement objectives. As required by ESEA, the parent/guardians of English learners must be informed when a district has not met AMAOs. A letter for all families of ELL students is sent out by the Division of Accountability and Research by the middle of November each year.

In addition, if AMAO targets are not met, the district writes a Unified Improvement Plan outlining how they will address the factors that prevented students from meeting the AMAO targets.

The District’s Alternative Language Program Framework currently serves over 13,000 ELLs from more than 100 different language backgrounds. All schools are working diligently to address the vast needs of our English Language Learners through English Language Development (ELD) classes and differentiated content instruction.

FORMATIVE ASSESSMENT

Formative assessments are:

- **For Learning** — The purpose of formative assessment is to enhance learning, not to allocate grades. The goal of formative assessment is to improve instruction and learning; summative assessment is to prove.

- **Embedded in Instruction** — Formative assessments are considered a part of instruction and the instructional sequence.

They produce:

- **Non-threatening Results** — Formative assessments are scored but not graded. Students mark their own work and are encouraged to raise questions about the assessment and the material covered by the assessment.

- **Direct and Immediate Feedback** — Results of formative assessments are produced “on the spot;” teachers and students get them immediately. Teachers get a view of both individual and class performances while students learn how well they have done.

- **Structured Information** — Teachers can judge success and plan for improvements based on the formative results. Students can see progress and experience success. Both teachers and students learn from the assessment results.

- **Ways to Improve** — Summarized formative results provide a basis for the teacher to re-visit topics in the unit if necessary. Individual student responses provide a basis for giving students additional experiences in areas where they underperformed (Stiggins, 2006, pp. 33-47).

ELD ASSESSMENT

There are different purposes for second language proficiency assessment: to allow for initial identification and placement, to provide ongoing information, and to monitor the progress of students who have exited the program. Some assessments serve more than one purpose. The purpose of grading in ELD is to
Communicate the language growth of students to parents. In ELD classes, teachers and students can use a variety of formative and summative assessments to gather evidence about language growth. These assessments provide a body of evidence used to determine a student’s current level of English Language Proficiency and progress towards attaining proficiency in English.

Some assessments utilized in ELD include:
**Ongoing Assessment and Monitoring**

**Express Placement Assessment for ELD**

*Express Placement Assessment for ELD* is a starting point for organizing Systematic ELD instruction, not a comprehensive or diagnostic assessment. It should be used in conjunction with other formal and informal assessments, writing and other work samples, and teacher observation to enhance understanding of a student’s English language proficiency – not define it. The Express Placement Assessment for ELD helps teachers to clarify students’ ELD instructional level and their command of some key English language structures within that level, in an “on-demand” setting. It also informs grouping for ELD instruction.

**Gap Finder**

*Gap Finder* is designed to assess the needs of long-term English language learners at the secondary level who are struggling academically and who have had most or all of their schooling in American schools. It should be used in conjunction with other formal and informal assessments, writing and other work samples, and teacher observation.

This assessment is:

- Designed for long-term adolescent EL who have stalled at the Developing proficiency level (Level 3)
- Meant to assist ELD teachers in identifying significant gaps in foundational English language knowledge
- Intended to enhance understanding of instructional needs and inform Systematic ELD instructional planning

This assessment is not:

- Designed for newcomers
- A comprehensive assessment of English language proficiency
- Intended as a placement tool
- Intended to assess gaps in English Language Arts or other academic knowledge

**Ongoing Assessment**

Assessment in ELD occurs daily, weekly and at the end of units. Figure 2.4, from E.L. Achieve, illustrates what this assessment could look like, as well as the purpose for each.
ONGOING ASSESSMENT AND MONITORING TOOL

The tool below allows teachers to monitor and record oral and written student achievement. A teacher collects data about what language students are able to produce independently and with support. The monitoring tool below is also used during ELD to monitor for specific outcomes (forms, functions, etc) on an ongoing basis. Teachers would then use this data to inform their instructional planning.
An example of a completed tool is available on the sample lesson plan in Chapter 3.

**ELD Lesson Observation/Self Reflection Tool**

This tool (Appendix A) can be used by teachers to reflect on their own instruction.
An important component of instruction and assessment for all English learners is differentiated content instruction (see Aurora Public Schools Alternative Language Program Framework (ALP)).

As a part of differentiating instruction in the content area, teachers formatively assess and evaluate student learning in a variety of ways. It is important to differentiate assessments (see WIDA resources) by language proficiency level in order to provide students equitable access to grade level content so they are able to demonstrate understanding.

The CM (Constructing Meaning) in the Classroom tool below (see Appendix B for template) can be used for teacher self-assessment and it can also be used during learning walks to inform professional development.

**CM in the Classroom**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Grade/Subject</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

English Proficiency Levels: □ Intermediate □ Early Advanced □ Advanced

**Stage of Lesson**

<table>
<thead>
<tr>
<th>Exploration</th>
<th>Modeling</th>
<th>Yes/No</th>
<th>Guided Practice</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Transparency of Purpose and Expectations**

☐ Students know the focus of learning: do not appear confused
☐ Teachers establish student expectations
☐ Teachers state objective or learning goal

What I see and hear:

**Teaching the Content**

☐ Explains, models, demonstrates
☐ Makes connections to previous learning or real life examples
☐ Provides background information
☐ Introduces key content vocabulary/previous text
☐ Provides multiple examples
☐ Demonstrates models
☐ Uses Think Alouds: reads, writes, and solves aloud

What I see and hear:

**Teaching the Language**

☐ Oral and written models provided
☐ Sentence frames and examples posted
☐ Writing templates available

What I see and hear:

**Language Instruction is aligned to outcome**

☐ Analysis of model outcome for language
☐ Lists of targeted language for outcomes

**Students practice targeted language orally & in writing**

**Student Engagement**

☐ Productive small & whole group discussions
☐ Structured language routines are established

What I see and hear:

☐ Checks for understanding
☐ Allows wait time and scaffolding
☐ Uses exit cards and white boards
☐ Ensures equitable student participation

☐ Students are reading and writing
☐ Non-scaffolding instructional reading
☐ Prompted topic for writing posted

Rating Secondary Constructing Meaning into Practice

A Focused Approach Instructing for English Learners

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STANDARDS BASED GRADING

Standards-based grading (SBG) measures what a student should know and be able to do at each grade level according to Colorado state content standards. Under the standards-based system, students are graded on their achievement related specifically to class content (subject area knowledge.) Work habits such as class participation and attendance are recorded separately. SBG is currently used in APS elementary, middle, high, and K-8 schools. Standards based grading of ELLs can be complicated. This is due to the fact that English Learners have the dual task of learning the content and learning the English language at the same time. Determining whether an ELL has met the standard, requires a different lens, multiple, differentiated assessments, and cooperation and collaboration among all teachers working with these students.

ENGLISH LANGUAGE LEARNERS: PRINCIPLES AND GUIDELINES FOR STANDARDS BASED GRADING

English Language Learners are not blank slates. Students’ educational backgrounds vary widely. They come to school with a range of conceptual understandings, skills, and diverse cultural and linguistic backgrounds. Ultimately, the goal is for students to become proficient listeners, speakers, readers and writers of academic English without losing their cultural and linguistic heritage.

Enduring Understandings

- English language learners deserve access to the same content and are held to the same standards as their native English counterparts in all content areas.
- Language proficiency levels (language performance descriptors) need to be considered when designing differentiated instruction and assessment. Scaffolds and supports used to differentiate instruction also inform decisions about grading.
- Content instruction and language instruction occur simultaneously throughout the school day. When grading English Language Learners, two things are considered:
  - growth in English language proficiency (graded in ELD)
  - content understandings (graded in the content area through differentiated assessment and instruction)
- ELD instruction is not based on grade level standards, but rather language proficiency levels. ELD has different guidelines for grading because it is intended to measure the growth of English learners as they advance from one language level to the next.
Figure 2.5: Guidelines for Assigning Marks to English Language Learners

### Guidelines for Assigning Marks to English Language Learners

<table>
<thead>
<tr>
<th>Grading in English Language Development (ELD)</th>
<th>Standards Based Grading in Content Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>To communicate a student’s achievement status towards content standards to parents and others</td>
</tr>
<tr>
<td>To communicate a student’s language growth to parents and others</td>
<td></td>
</tr>
<tr>
<td><strong>Gathering Evidence</strong></td>
<td>Evidence of content understandings demonstrated through a variety of assessment tools</td>
</tr>
<tr>
<td>Use multiple forms of assessment to gather concrete evidence of student proficiencies and achievement. This complements diverse ways of knowing and learning and reveals productive “entry points” that build on students’ strengths and lead to new areas of learning.</td>
<td>Evidence of expressive (oral and written) language allows for assessment of each student’s current level of English language proficiency.</td>
</tr>
<tr>
<td><strong>Assessment and Monitoring</strong></td>
<td><strong>Assess and Monitor Language Development utilizing language proficiency descriptors.</strong></td>
</tr>
<tr>
<td>Draw conclusions based on a body of work. Follow a process to analyze student work. A body of evidence can be collected through daily and weekly formative assessments to document student understandings.</td>
<td>Assess and Monitor Content Understandings utilizing content standards and language proficiency descriptors. Interim assessments are not the sole assessment used for grading purposes.</td>
</tr>
<tr>
<td><strong>CELA scores</strong> are used as a summative assessment to initially identify and place students in an appropriate ELD group. <strong>Annual CELA scores should not be used for grading purposes.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Expectations</strong></td>
<td><strong>Expectations for mastery of grade level content are based on differentiation by language proficiency level. Differentiated instructional and assessment opportunities must be provided to allow students of all language proficiency levels to demonstrate grade level content understandings.</strong></td>
</tr>
<tr>
<td>Expectations are based on growth. The expectation and goal is that English learners will grow one English language proficiency level per year. Simply recording a proficiency level limits the teacher’s ability to account for the progress or growth over the course of the school year. For this reason, teachers are asked to gauge where each English learner is currently performing in the areas of listening, speaking, reading and writing within a given proficiency band.</td>
<td></td>
</tr>
</tbody>
</table>
“When language and [cross-curricular] content are integrated, children have an opportunity to learn what is most relevant at that time for them to participate in class, and can be fully engaged in learning activities and challenged at an appropriate conceptual level (Gibbons, 1991).
INSTRUCTIONAL MODELS

OVERVIEW: SECOND LANGUAGE ACQUISITION THEORY
In the last two decades, various research has given many insights into how people acquire a second language. These guiding principles are important, as they are foundational to the instructional programs and teaching practices Aurora Public Schools uses to meet the needs of students.

PRINCIPLE 1: LANGUAGE IS ACQUIRED AND LEARNED
Research shows that a language program that provides an equal focus on natural acquisition and formal English instruction is most beneficial for student learning. Susana Dutro, the creator of E.L. Achieve (2008), cites research demonstrating that neither a total focus on communication nor a total focus on grammar are sufficient to produce academically successful students. In the research conducted by Canale & Swain (1980) two groups were compared:

One group was taught in predominantly natural settings with an emphasis on real communication. The other group learned English predominantly through formal instruction, with little emphasis on communication. The acquisition group was fluent and communicative, but made frequent mistakes. The learning group made fewer mistakes, but virtually never talked. This strongly suggests a program the focuses on both processes. (as cited in Dutro, 2008)

This understanding guides APS’s multifaceted approach to instruction. Language teaching should be contextualized through meaningful communication. The focus on form is important, but not in the absence of allowing students to communicate for authentic purposes in listening, speaking, reading, and writing (Fairbairn and Jones-Vo, 2010)

PRINCIPLE 2: ELLS LEARN LANGUAGE AND CONTENT SIMULTANEOUSLY IF SUPPORT IS PROVIDED.
At the same time students are learning language, they are also learning content. Research indicates that, "building a pathway between language proficiency and academic achievement maximizes access of our English language learners to enhanced learning opportunities" (Gottlieb, 2006).

There is a strong relationship among social language proficiency, academic language proficiency, and academic achievement.

Figure 3.1 Relationship between academic content and language development

Students’ development of academic language and academic content knowledge are inter-related processes (Gottlieb, 2011). Academic language consists of functions, vocabulary, grammatical features and discourse styles tied to the different content

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areas (Gottlieb, 2011). Functions refer to the language students need in order to complete or understand a cognitive task. For example, students need the language of compare and contrast to explain the differences and similarities between solids, liquids, and gases in science. Academic language also refers to the vocabulary students need to access grade level content. This includes general, specific, and technical vocabulary. Every content area has specific language associated with it. For example, each genre of writing has distinct characteristics, specific purposes, linguistic features, and overall structure. In narrative writing students must have language to elaborate on characters and settings, sequence events, and explain cause and effect relationships. According to Ellen Levy one of the creators of E.L. Achieve’s Constructing Meaning, (2008), “Without an understanding of text structure and the language associated with it, students are poorly positioned to respond to writing tasks” (p.3.4).

In order for language and content to be developed simultaneously, targeted support must be provided to help students make this link. Comprehensible input is the core element of language development. Comprehensible input means providing students with supports and language that allow them to both comprehend the content and express their understanding. It’s about giving students access to proficiency and grade level standards. Students’ access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency (Gottlieb, 2011).

**PRINCIPLE 3: STUDENTS LEARN LANGUAGE AND CULTURE THROUGH MEANINGFUL USE AND INTERACTION**

In order for students to become agile users of the language of our content and proficient in the culture of the discourse styles we utilize, it is essential to provide opportunities for them to try it out. “To learn new language, students need to use it,” (Levy, 2008, p. 3.4). In order for students to internalize language and transfer it to new contexts, they need opportunities to practice the language of content multiple times in various ways, every day, and in every lesson.

“Designing productive classroom interaction involves more than providing opportunities to converse...an emerging body of research points to the need for a more conscientious structuring of second language classroom interactions” (Dutro, 2008, p.4.50). It is not enough to simply increase student interaction; there is a need for explicit language instruction, teacher-mediated practice, scaffolding throughout, and expectations for application (Dutro, 2008).

**PRINCIPLE 4: LANGUAGE DEVELOPS NATURALLY THROUGH DEVELOPMENTAL STAGES**

ELLS are an incredibly diverse group of students. According to Gottlieb (2007), “Acquiring an additional language is a complex undertaking” (p.8). The speed and extent to which an individual acquires their additional language varies according to a variety of factors including: varying ages, exceptional needs, linguistic and cultural backgrounds, and differences in their life and educational experiences (Gottlieb, 2007). Therefore, when planning for instruction, teachers must consider the profiles of their individual students.

The performance definitions from CELP/WIDA provide a helpful framework of student characteristics at varying proficiency levels. Knowing the behaviors of students at these proficiency levels helps teachers develop differentiated assessment, both formative and summative, as well as differentiated instruction.
The WIDA CAN DO Descriptors build on the Performance Definitions by offering examples of what students CAN DO at varying proficiency levels in each of the content areas. They offer teachers and administrators working with ELLs a range of expectations for student performance within a particular language level (Gottlieb, 2007). They are exemplars of what ELLs may do at varying levels to demonstrate comprehension receptively and productively (Gottlieb, 2008). For teachers beginning to work with ELD standards, the CAN DO Descriptors can support their efforts with ELLs, particularly as a collaborative tool for planning. Furthermore, they are general enough to be shared with family members.

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to demonstrate progress in language development. Figure 3.2 below is an example of the general kinds of indicators and spans grades K-12. More detailed indicators for each of the grade level clusters in each of the content areas are also available.

Figure 3.2: WIDA Can Do Descriptors (PreK-12)

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td><strong>Spoken Language</strong></td>
<td><strong>Reading</strong></td>
<td><strong>Writing</strong></td>
<td><strong>Speaking</strong></td>
</tr>
<tr>
<td>Point to heard pictures, words, phrases</td>
<td>Sound pictures, objects according to oral instructions</td>
<td>Locate, underline, underline information from oral descriptions</td>
<td>Comprehension functions, relationships between oral information</td>
<td>Draw conclusions from oral information</td>
</tr>
<tr>
<td>Follow one-step oral directions</td>
<td>Follow multi-step oral directions</td>
<td>Analyze and apply oral information</td>
<td>Comprehension models based on oral discourse</td>
<td>Comprehension models based on oral discourse</td>
</tr>
<tr>
<td>Match and movements to objects, figures or illustrations</td>
<td>Match information from oral descriptions to objects, illustrations</td>
<td>Identify cause and effect from oral discourse</td>
<td>Make connections from oral discourse</td>
<td>Make connections from oral discourse</td>
</tr>
</tbody>
</table>

**Figure 3.2**: WIDA Can Do Descriptors (PreK-12)

*Variable of students' cognitive development due to age, grade, level and spans, their diversity of educational experiences and diagnosed learning disabilities (if applicable), are to be considered in using the information.*
INSTRUCTIONAL MODELS

PRINCIPLE 5: STUDENTS’ ACADEMIC LANGUAGE DEVELOPMENT IN THEIR NATIVE LANGUAGE FACILITATES THEIR ACADEMIC LANGUAGE DEVELOPMENT IN ENGLISH.

Students’ languages and cultures are valuable resources to be incorporated into schooling. Development of first language lays a foundation for the learning of a second language. Conversely, students’ academic language development in English informs their academic language development in their native language (Gottlieb, 2011).

“English learners with literacy skills and well-developed vocabulary in their primary language bring a great deal of applicable knowledge to language and literacy development in English” (Dutro, 2005, p.8). Using the first language allows students to access higher-order vocabulary skills, take advantage of cognate relationships, and use oral and literacy understandings in their first language to aid comprehension. When students use their primary language as they learn English, their conceptual understandings increase (Dutro, 2008).

TRANSFERABILITY OF SKILLS

New learning is achieved most successfully when introduced in connection to prior knowledge. Students are able to transfer their knowledge from one language to another given adequate instruction, support, and opportunities to make connections. Many skills and understandings about literacy and content in English are either totally or partially transferable from an individual’s first language. This holds true for all languages, but because the majority of ELLs in Aurora Public Schools are Spanish speakers it can be helpful to understand specifically what will transfer from Spanish automatically and what will need specific instruction (Commins, 2009). The reason that skills can be transferred from one language to another is because the brain acts as a conceptual reservoir that can be added to and represented through any language a person knows. This is demonstrated in Figure 3.3.

Figure 3.3 Commins’ (2009) conceptual reservoir

For example, when a student understands the concept of synonyms in their primary language (i.e. Spanish), they would be able to transfer the concept into the new language (i.e. English). For students who can already decode in a language with a common alphabet and transparent orthography, decoding in English will not need to be taught separately. The exceptions, however, do need to be taught. For example, knowledge of vowels in Spanish is only partially transferable, since the short vowels characteristic of English do not exist in Spanish. Of course, there are some linguistic features that are not transferable at all, or that differ greatly, depending on the primary language of the student.

INSTRUCTIONAL MODELS
Aurora Public Schools offers an Alternative Language Program K-12 which includes Systematic ELD instruction and differentiated content instruction. The Alternative Language Program is based on the research and principles that underlie best instruction for ELLs. Each of these components are designed to ensure that students have access to content instruction, the language they need to express their understanding of content, and the tools they need to acquire the academic language required for success. See figure 3.3: Alternative Language Program Framework.

Fidelity to this program ensures that students make progress in their English Language Development and in grade level academic content areas. Our goal is for students to achieve English proficiency as soon as possible, within four to seven years, knowing that even once they are redesignated as English proficient they will still be “learners of English.” Students that have been redesignated will still benefit from instructional planning that seeks to make content comprehensible and culturally responsive.

**Figure 3.4 ALP Framework**

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*“When we organize ourselves and our instruction with the needs of English language learners in mind, EVERY STUDENT BENEFITS.”* —Nancy Cottle

*“This instruction must be provided within an inclusive culturally responsive learning environment which builds upon the value of the language, culture, and experiences of each student.”* —Susana Dutro
SYSTEMATIC ENGLISH LANGUAGE DEVELOPMENT

All elementary and middle school ELLs receive Systematic English Language Development during the designated ELD block. In High School, students at the Entering, Emerging, and Developing levels take an ELD course in addition to a sheltered literacy course. High School students at the following language levels: high Developing, Expanding, and Bridging, receive English Language Development as part of an English/ELD class.

Systematic ELD provides instruction in English as its own subject of study. The goal of Systematic ELD is to develop a solid foundation in the English language and increase students’ ability to communicate for a range of social and academic purposes. ELD instruction is focused on developing students’ receptive and expressive language in the domains of listening, speaking, reading, and writing. It also provides a foundation for literacy development (reading and writing). Emphasis is placed on direct instruction of academic language that is built through practicing and using functions, forms, and vocabulary to develop fluency in English. Students then take the predictable patterns of academic language they have learned in ELD and transfer them to use in the content areas. All teachers have a shared responsibility to collaborate with their colleagues across designated areas of expertise to support students with this language transfer.

TIME FOR ELD

English Language Development must be a part of the daily program for every ELL throughout the whole year until the student is re-designated as Fluent English Proficient (FEP). As fore-mentioned, it is a planned, specific, explicit component of the student’s total educational program. Grouping of students and specific instructional goals are based on the student’s level of English proficiency. Students are grouped into ELD blocks by similar oral language proficiency so that the language instruction they are receiving is suited to their language proficiency level.

The purpose of ELD is to teach language learners to communicate with high levels of understanding in English, so it is important that this time is consistent. The following minimum daily times are mandatory: 30 minutes per day in Kindergarten, 40 minutes per day in elementary, 45 minutes per day in middle school, and 58 minutes per day in high school. The pacing and flow of the ELD block follows a gradual release of support model where at least 50% of the instructional time is devoted to students’ oral practice of English. Flowcharts have been developed to guide the pacing for gradual release of support within the ELD block time. These flowcharts have been developed by APS staff based on the E.L. Achieve resource and feedback from teachers, teacher leaders, and principals. See figures 3.5-3.6 for specific examples of the flowcharts.
Figure 3.5: Elementary ELD Flowchart (40 minutes)

**Elementary ELD Flowchart (40 minutes)**

**Opening the Lesson/Bringing Language to Life** (5-10 minutes)
- Language objective clearly stated, function and format
- Bringing the Language to Life: stories, video clips, role-playing, songs, charts, give a new example, any assessment, debate, solving a problem, models, role play
- Background knowledge: link to prior lessons/previous knowledge

**We Do**
- Set purpose: “We are doing this because…”
- Models flexible use of the language with think aloud multiple times
- Provides clear instruction of the target language

**Do**
- Practice structure multiple times to ensure more independent practice
- Practice with teacher and other members of the class
- Whole class: teacher response, song, activity
- Small group: think, then share, role play, numbered heads
- Partner: Think-Then-Share, Give One/Get One, Line of Communication

**You Do It Individually** (Frequency/Book varies by grade and proficiency level)
- Practice with partner using SLPs, small group/pairs
- Practice multiple times in varied ways
- Use visuals as support when needed
- Practice use of the language

**Wrap Up** (5-10 minutes)
- Summarize relevant, real life opportunities to use language
- Solicit student examples of how they might use target language in other situations
- Ask questions to help students summarize what they learned
- Clearly revises lesson objective

**Materials/Resources**
- Post-it Objective
- Age appropriate, culturally diverse visuals
- Age appropriate text

**Visuals**
- Topic Vocabulary (Bricks): word bank, picture cards, chart, graphic organizers, think sheets
- Language Patterns (Post it): displayed sentence stems, sentence frames, sentence construction chart
- *Parameters reflect ways to manipulate the structures

**References**
- “Aurora Public Schools: English Language Acquisition”
- “Updated 4/10/2015”
Through this gradual release of support model students are able to practice language multiple times and in varied ways. Topics are chosen that create high interest in students and provide a natural outlet to use the language being practiced in meaningful contexts. The more connections that are made between topics in content area instruction and the ELD block, the easier it will be for students to transfer and gain fluency with academic language (Commins, 2011). While it is beneficial to connect content topics to ELD topics, teachers must choose topics carefully to ensure that learning academic language takes precedent during the ELD time. Students have opportunities to build background knowledge about language and topics and receive explicit instruction on how and when to use grammatical forms. The oral language practice is centered on engaging group interaction strategies that incorporate talk in whole group, small group, and pairs. In addition, students are given opportunities to write what they have practiced orally.

Figure 3.7 shows a sample lesson plan for a week of ELD in the Elementary School.
## 3.7: Sample Elementary ELD Lesson Plan

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening</strong></td>
<td><strong>Reading</strong></td>
<td><strong>Grammar</strong></td>
<td><strong>Vocabulary</strong></td>
<td><strong>Instructional Plan</strong></td>
</tr>
<tr>
<td><strong>Session</strong></td>
<td><strong>Read a book that has island features</strong></td>
<td><strong>Add new words to color to picture or map</strong></td>
<td><strong>Add new words to describe things you see</strong></td>
<td><strong>Read a book that has island features</strong></td>
</tr>
<tr>
<td><strong>Teaching</strong></td>
<td><strong>Play a video clip from YouTube or Discovery GO</strong></td>
<td><strong>Paint a picture of your favorite island</strong></td>
<td><strong>Play a video clip from YouTube or Discovery GO</strong></td>
<td><strong>Play a video clip from YouTube or Discovery GO</strong></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td><strong>Add new words to describe things you see</strong></td>
<td><strong>Add new words to describe things you see</strong></td>
<td><strong>We can use sentences to describe the classroom</strong></td>
<td><strong>We can use sentences to describe the classroom</strong></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Language Function:
- **Language Function:** 
- **E LD Level:**

### Notes:

---

**Aurora Public Schools | English Language Acquisition**

Updated 4/10/2015
INSTRUCTIONAL MODELS

INSTRUCTIONAL RESOURCES FOR ELD
The primary instructional resources for the planning and instruction of ELD are the Elementary and Secondary Systematic ELD Handbooks by E.L.Achieve. This is not a packaged curriculum, but a resource that provides tools to help teachers plan for and deliver instruction. The district has also created ELD planning guides that organize the functions of language that need to be taught throughout the year into quarter segments. This ensures that students receive practice in a breadth of language functions and forms that they can use across many contexts and content areas. See Appendix C for a sample lesson template. ELD teachers and ELA teacher leaders use these resources during co-planning sessions where weekly lesson plans are created.

PROGRESSION THROUGH ELD LEVELS
As previously mentioned, schools are expected to provide ELD instruction that allows students full access to the Colorado English Language Proficiency Standards (CELP), and ensures mastery of English as a foundation for further success in mainstream English instruction. In order for students to develop proficiency in English as rapidly as possible, they must be able to move from one English language level to another as they demonstrate readiness. Change in proficiency level designation should be based on a body of evidence including:

- Express place test or Gapfinder (E.L.Achieve)
- Classroom performance
- Teacher recommendation
- Ongoing monitoring notes from ELD teacher
- Consultation of grammatical matrix, CAN DO Descriptors, Performance Definitions, and Model Performance Indicators
- WIDA ACCESS scores

Figure 3.8 explains the process for students to progress levels for the ELD block.
**Figure 3.8: Process for students to move from one level to another for the ELD block.**

Process for Moving Students Within ELD Blocks

- Teacher thinks students should move to a higher or lower ELD block based on evidence collected.
- ELD teacher gathers a body of evidence to support placement.

**Body of Evidence**
- Ongoing monitoring notes, writing samples, exit slips, Express Placement (if appropriate),
- Gap Finder (if appropriate), language logs

- ELD teacher sets up a time with ELA TL and/or ELA consultant to discuss placement.
- ELD block teacher and TL meet (Consultant, classroom teacher, may also be part of the conversation)

**Questions to consider**
- What did you learn about the student, based on the data?
- Is the student consistently learning the language taught at the proficiency level?
- Does the student produce the language fluently or do they consistently rely on the supports in order to produce the language?
- Looking at the grammatical matrix, are there gaps you are hearing/seeing? Has the student been exposed to the relevant forms and functions within their proficiency level?

**Body of evidence demonstrates that language usage is consistent with language proficiency placement or that student needs more time and opportunity to develop fluency or fill gaps.**

**Body of evidence demonstrates that language usage is beyond or below the proficiency level of placement.**

- Student stays in initial placement: ongoing data gathering continues.
- Student is placed in an appropriate ELD block: ongoing data gathering continues.

- TL and teacher co-construct next steps and focus for student. Continue to monitor.
- ELD teacher and classroom teacher are notified by ELA TL of the change.

- Clerk/secretary are notified by ELA TL of the change in order to revise roster.
**DIFFERENTIATED CONTENT INSTRUCTION**

Differentiated content instruction is accelerated instruction designed to teach students academic language of the content while simultaneously making grade level standards accessible and meaningful.

At the High School level, Sheltered Content classes are offered for students at the Entering, Emerging, Developing and Expanding levels in certain content areas. In the content classroom, English Language Learners receive grade-level core content courses taught in English using instructional strategies that make the content concepts accessible as the students are acquiring English. This is made possible by differentiating based on language proficiency level using CELP/WIDA as a resource.

**DIFFERENTIATING CONTENT INSTRUCTION ALL DAY, EVERY DAY, EVERY CLASSROOM**

General classroom teachers and/or specific content area teachers organize their instruction in a manner that helps ELLs fully understand standards-based content in the areas of social studies, science, math and language arts. Teachers provide multiple opportunities for student-centered, hands-on experiences, and the use of graphic, visual and interactive supports to allow students to understand the important concepts of the curriculum. Targeted vocabulary and learning goals are identified and posted for students to access. Instruction is focused around content and language objectives. These objectives are articulated and posted for students to access.

Depending on the grade level and content area students may receive dedicated “sheltered” content classes. Sheltered classes address the same state standards, grade level expectations and the essential components found in a mainstream content area classroom. In sheltered classes, teachers differentiate instruction and teach language explicitly to ensure that students have access to these same standards.

**COMMON COMPONENTS OF ELD AND DIFFERENTIATED CONTENT INSTRUCTION**

There are practices and scaffolds that constitute best practice for teaching English Language Learners throughout the day regardless of whether students are participating in ELD or content area classrooms. Instruction in ELD and differentiated content instruction involves the use of scaffolding content to make it accessible for all ELL students. According to Pauline Gibbons (2002):

> Scaffolding is not simply another word for help. It is a special kind of help that assists learners to move toward new skills, concepts, or levels of understanding. Scaffolding is thus the temporary assistance by which a teacher helps a learner know how to do something so that the learner will later be able to complete a similar task alone (p.10 ).
INSTRUCTIONAL MODELS

Therefore, our instruction must address the variety of English proficiency levels and work towards building academic language using scaffolds, building on prior knowledge, and using multiple opportunities for students to engage in academic language use. The Tier 1 Look-Fors, developed by Nancy Commins (Appendix D), outlines what good first instruction for ELLs looks like. Other important practices are explained in the following section.

3.9: Common components of ELD and sheltered instruction, APS ALP

**Common Components of a Culturally Responsive Classroom:**
- Structured student interaction through listening, speaking, reading & writing
- Use of English Language Proficiency Standards (CELP)
- Interactive, graphic and sensory supports
- Language objectives
- Literacy connections
- Consistent rigorous instruction
- Explicit instruction of academic language
- Standards Based teaching and learning
- Ongoing assessment of language development
- Lessons grounded in socio-cultural contexts

**STUDENT INTERACTION THROUGH LISTENING, SPEAKING, READING & WRITING**
- Provide new learners of English numerous opportunities for meaningful interactions with peers, especially proficient English speakers
- Create heterogeneous groups to ensure English is used to make meaning.
- Make ‘talking expectations’ clear and create focused opportunities for students to talk together
- Create opportunities that require oral interaction and are engaging to students through the use of structured practice
- Provide a low anxiety atmosphere where students feel comfortable practicing English.
- Cherish the knowledge new learners of English bring with them in their home language

**USE OF ENGLISH LANGUAGE PROFICIENCY STANDARDS (CELP/WIDA)**
- Use CELP/WIDA to differentiate and scaffold for content understandings
- Make sure students are receiving rigorous content instruction
- Create thematic units to teach concepts and vocabulary in meaningful ways. The ‘meat’ of content provides a vehicle for language learning
- Practice key vocabulary numerous times, in a variety of meaningful contexts to be learned

**INTERACTIVE, GRAPHIC AND SENSORY SUPPORTS (SEE FIGURE K)**
- WIDA/CELP recommends using appropriate supports during formative and summative assessment
- Visually mediate the most important concepts for any content lesson
- Ensure that meaning is essential
INSTRUCTIONAL MODELS

- Use gestures, facial expressions, and demonstrations. Bring in real objects (realia) and other visuals. Arrange concepts using graphic organizers and thinking maps.

Figure K: Examples of Sensory, Graphic, and Interactive Supports

<table>
<thead>
<tr>
<th>Sensory Supports</th>
<th>Graphic Supports</th>
<th>Interactive Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Real-life objects (realia)</td>
<td>Charts</td>
<td>In pairs or partners</td>
</tr>
<tr>
<td>Manipulatives</td>
<td>Graphic organizers</td>
<td>In triads or small groups</td>
</tr>
<tr>
<td>Pictures &amp; photographs</td>
<td>Tables</td>
<td>In a whole group</td>
</tr>
<tr>
<td>Illustrations, diagrams, &amp; drawings</td>
<td>Graphs</td>
<td>Using cooperative group structures</td>
</tr>
<tr>
<td>Magazines &amp; newspapers</td>
<td>Timelines</td>
<td>With the Internet (websites) or software programs</td>
</tr>
<tr>
<td>Physical activities</td>
<td>Number lines</td>
<td>In the native language (L1)</td>
</tr>
<tr>
<td>Videos &amp; films</td>
<td></td>
<td>With mentors</td>
</tr>
<tr>
<td>Broadcasts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Models &amp; figures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

LANGUAGE OBJECTIVES

- Post objectives and make sure they are clear and understandable to students
  - Language objectives answer the question: What language do students need in order to understand and express their understanding of the learning objective and big ideas?
  - Content objectives answer the question: What do students need to know and be able to with and understand about this content/concept?
- Model cognates (Words that are similar between both languages. For example “list” and “lista”).
- Mediate students’ language. Provide words to describe your actions or the actions of children. Talk out loud as you or the students perform actions and activities.
- Provide visuals for vocabulary and post sentence structures and starters that would support students.
- Continue to make sure content is comprehensible even when students begin to appear fluent. They still may have gaps in their academic language, especially in reading and writing.
- Call attention to multiple meanings and idioms as they occur.

LITERACY CONNECTIONS

- Introduce new learners of English to literacy using appropriate strategies as soon as possible. Initial literacy instruction for ELLs should represent in print what students can already understand and express through English. Research indicates that literacy strategies that are appropriate for native
INSTRUCTIONAL MODELS

English speakers may need to be modified, adapted, or adjusted to effectively support ELLs (Commins, 2010).

- Utilize age appropriate literature with supportive visuals. Encourage students to read comprehensible stories, poems, songs and chants along with you.
- Provide background experience and information needed to comprehend essential concepts in text.
- Utilize shared reading and writing approaches to involve students in literacy activities using common experiences.
- Expose students to the concept with visual mediation and oral interaction prior to direct instruction of text. Understand and teach the essential language and concepts that are specific to each literacy genre and provide support to make these available and comprehensible to students.

CONSISTENT RIGOROUS INSTRUCTION

- Teach students at their grade level while providing support for language and conceptual understanding.
- Monitor and assess students to ensure that students are learning the language and content that will move them to the next level.

EXPLICIT INSTRUCTION OF ACADEMIC LANGUAGE

- Teach students functional language and academic vocabulary to help them understand and express their understanding of key content.
- Know the language level of students to teach them the functional language and vocabulary that will move them to the next language proficiency level.
- Help students transfer functional language from one content area to another.

STANDARDS BASED TEACHING AND LEARNING

- Hold ELLs accountable to meeting the same grade level content standards as their peers. How they meet those and what they can do will be differentiated based on their language proficiency. Support may be provided (see CELP/WIDA supports) to allow students to show what they know.
- Utilize WIDA supports:
  - CELP/WIDA offers a process to identify standards and design assessments and instruction for students at all language levels to meet standards for both content and language proficiency.
  - The Can Do Descriptors and Performance Definitions from CELP/WIDA provide a framework for student behaviors at each proficiency level.

ONGOING ASSESSMENT OF LANGUAGE DEVELOPMENT

- Assess what the students already know about the topic. Relate the topic to their personal experiences. Activate and build background knowledge and develop key concepts.
- Utilize formative assessments in order to measure content and language understandings (listening, speaking, reading, and writing).
- Consider the types of supports students at various language proficiency levels will need to show what they know and are able to do in both summative and formative assessments.

LESSONS GROUNDED IN SOCIO-CULTURAL CONTEXT

- Consider students’ culture and language while designing lessons and link into the background knowledge that they bring with them.
INSTRUCTIONAL MODELS

- Teach content and language within meaningful contexts.

GRADUAL RELEASE OF SUPPORT

Figure 3.9: Gradual Release of Support Model (Fisher and Frey, 2007)

The gradual release of support model is an important part of scaffolding instruction. “This approach moves instruction from teacher-centered, whole-group delivery to student-centered collaboration, and independent practice” (Levy, 2008). At the beginning of a lesson or when new content is being introduced, the teacher plays a more prominent role. But as students interact more with the content and language, the responsibility shifts over to the student with supports. This model is vital for scaffolding the content learning for ELLs. Figure 3.9 shows the changing role of the teacher and student as instruction is gradually released. It is important to remember that for English language learners, each new topic will require additional ‘I do’ ‘we do’ as students become comfortable with the vocabulary and language structures needed to understand and talk about the content concepts.

NATIVE LANGUAGE SUPPORT IN NON-BILINGUAL PROGRAMS

Development of students’ primary or first language lays a foundation for the learning of a second language. Native language concept reinforcement is an instructional strategy that can be used within differentiated instruction when there are human and material resources available.

The purpose of native language concept reinforcement is to tap into students’ background knowledge to make a bridge to English content instruction. The use of the first language provides access to schema, allows for clarification, and creates a supportive learning environment. It also allows for the use of higher order thinking skills in the native language. Figure 3.10 provides examples of how Native language should be used to support students’ conceptual development and understanding.
**INSTRUCTIONAL MODELS**

**Figure 3.10: Use of Native Language**

<table>
<thead>
<tr>
<th>Students</th>
<th>Teachers (or other knowledgeable adults)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Access their schema (student’s background knowledge)</td>
<td>• Check for understanding in 1:1 situations—THIS IS NOT simultaneous translation.</td>
</tr>
<tr>
<td>• Feel comfortable in an affirming and safe environment that allows them to take risks</td>
<td>• Communicate with parents and support their ability to develop native language at home.</td>
</tr>
<tr>
<td>• Deepen their conceptual understandings</td>
<td>• Establish routines and rules for newcomers that allow for clarification, and create a predictable learning environment.</td>
</tr>
<tr>
<td>• Purposely connect their background knowledge to English content instruction</td>
<td>• Bridge L1 background knowledge to English content instruction and support higher order thinking skills in the native language.</td>
</tr>
<tr>
<td>• Use higher order thinking skills</td>
<td>• Affirm that the students’ language and culture are of value and contribute to their academic development.</td>
</tr>
</tbody>
</table>

It is also helpful and advisable to collaborate with parents to support native language development at home. Parents can be encouraged to develop the child’s native language by reading to and with their children, discussing family activities together, developing thinking skills by questioning, and discussing topics/concepts covered in school using their native language. See Appendix F: for detailed information regarding the appropriate use of students’ native language.

**LONG TERM ENGLISH LEARNERS:**

The majority (59%) of secondary school English Learners are “Long Term English Learners” (in United States schools for more than six years without reaching sufficient English proficiency to be Re-classified). In one out of three districts, more than 75% of their English Learners are Long Term (Olsen, 2010). This statistic represents Aurora Public Schools.

“(Long Term English learners) struggle academically. They have distinct language issues, including: high functioning social language, very weak academic language, and significant deficits in reading and writing skills. The majority of Long Term English Learners are “stuck” at the Developing level of English proficiency or below, although others reach higher levels of English proficiency without attaining the academic language to be reclassified. Long Term English Learners have significant gaps in academic background knowledge. In addition, many have developed habits of non-engagement, learned passivity and invisibility in school. The majority of Long Term English Learners want to go to college and are unaware that their academic skills, record and courses are not preparing them to reach that goal. Neither students, their parents nor their community realizes that they are in academic jeopardy” (Olsen, 2010).

- K-12
  - Ensure availability of English Language Development
  - Promote access to the core content with appropriate materials
  - Offer a variety of professional learning specific to the needs of long term English learners
  - Ensure English learners have access to full curriculum
  - Provide parents information regarding the growth of their child’s English language proficiency through annual language assessment
  - Continue to research and collaborate about best practices for long term English learners with expert Consultants, neighboring districts, and staying current with national research
- Elementary K-8
  - Sheltered strategies throughout all content classes
INSTRUCTIONAL MODELS
- English language development blocks
- Cluster classes
- Secondary 9-12
  - English language development blocks
  - Sheltered content classes supporting B, EI, I, P language levels
  - Constructing meaning

INSTRUCTIONAL PROGRAMS:
When students enroll in an APS elementary, middle, or high school, it is critical that they are placed in the appropriate program of study. As demonstrated in the tables below, there are different trajectories for students depending on their level of language proficiency and the nature of their prior schooling when they arrive. This is particularly important at the Middle and High School levels where students enter with a wide range of language backgrounds and profiles. Administration, counselors, teachers, ELA Teacher Leaders, and ELA Consultants collaborate to identify the appropriate trajectory for a student based on the assessment data available (see figures 3.11-3.12).
## APS Alternative Language Program Model: Elementary and Middle School Program

<table>
<thead>
<tr>
<th>Who?</th>
<th>Elementary (K-5)</th>
<th>Middle Level (6-8)</th>
<th>Elementary (K-5)</th>
<th>Middle Level (6-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Development</td>
<td>Who?</td>
<td>Who?</td>
<td>English Language Learners at Entering, Beginning, Developing, Expanding, and Bridging levels (who have not exited the ELA program)</td>
<td>English Language Learners at Entering, Beginning, Developing, Expanding, and Bridging levels</td>
</tr>
<tr>
<td>Content Instruction using Sheltered Techniques</td>
<td>Language Goals</td>
<td>Language Goals</td>
<td>English Language Proficiency (ELD)</td>
<td>Academic Content and Academic language Proficiency</td>
</tr>
<tr>
<td>Academic Goals</td>
<td>Academic Goals</td>
<td>Academic Goals</td>
<td>Academic Goals</td>
<td>Academic Goals</td>
</tr>
<tr>
<td>• WIDA Standards</td>
<td>• State Content Standards and District Grade Level Pacing Guides</td>
<td>• Both content concepts and language are explicitly taught.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Focus on functions, grammatical structures, vocabulary, and application/fluency.</td>
<td>• Plans and delivers instruction based on state standards and district reading/writing/math pacing guides.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allocating Time</td>
<td>Allocating Time</td>
<td>Allocating Time</td>
<td>Allocating Time</td>
<td>Allocating Time</td>
</tr>
<tr>
<td>• Homogeneously grouped by language proficiency levels (no more than two proficiency levels per group)</td>
<td>• Homogeneously grouped by language proficiency levels (no more than two proficiency levels per group)</td>
<td>Students receive differentiated instruction in reading, writing, math, science, and social studies in English all day, every day in the mainstream classroom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Kindergarten- 30 mins/day</td>
<td>• All language levels – at least 45 minutes/day</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Grades 1-5- 40 mins per day.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role of Classroom Teacher</td>
<td>Role of Classroom Teacher</td>
<td>Role of Classroom Teacher</td>
<td>Role of Classroom Teacher</td>
<td>Role of Classroom Teacher</td>
</tr>
<tr>
<td>• Plans and delivers instruction based on WIDA Standards, E.L.Achieve function tools, and district planning guides.</td>
<td>• Implements sheltered techniques learned in co-planning and/or professional development.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Co-plans with ELA teacher leader.</td>
<td>• Plans and delivers instruction based on state standards and district reading/writing/math pacing guides.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role of ELA Teacher Leader</td>
<td>Role of ELA Teacher Leader</td>
<td>Role of ELA Teacher Leader</td>
<td>Role of ELA Teacher Leader</td>
<td>Role of ELA Teacher Leader</td>
</tr>
<tr>
<td>• Co-plans and co-teaches with classroom teacher</td>
<td>• Differentiates instruction in all content areas to meet the needs of students at varying proficiency levels.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Provides explicit instruction of functions and forms of English language based on students’ language proficiency levels</td>
<td>• Maintains a demonstration classroom that models best practice for ELLs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Differentiates instruction based on students’ proficiency levels.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## APS Alternative Language Program Model: Elementary and Middle School Program

<table>
<thead>
<tr>
<th>Role of ELA Consultant</th>
<th>Elementary (K-5)</th>
<th>Middle Level (6-8)</th>
<th>Elementary (K-5)</th>
<th>Middle Level (6-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build capacity in ELA TL by co-planning and coaching in ELD classroom and also in facilitation of co-planning sessions.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Provide ongoing district level professional development around ELD resources, planning, and instructional techniques.</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Qualifications and Training</th>
<th>Elementary (K-5)</th>
<th>Middle Level (6-8)</th>
<th>Elementary (K-5)</th>
<th>Middle Level (6-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA teacher leaders must be LDE endorsed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom teachers are LDE endorsed or certificated (all new hires by 2010)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Development training will be the focus of ongoing professional learning</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Resources</th>
<th>Elementary (K-5)</th>
<th>Middle Level (6-8)</th>
<th>Elementary (K-5)</th>
<th>Middle Level (6-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WIDA Standards and APS ELD Planning Guides</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELAchieve: Systematic ELD Handbook (ELAchieve.org)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplemental resources available on website</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELA teacher leaders must be LDE endorsed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content area teachers are LDE endorsed or certificated</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Both classroom teachers and ELA teachers have SI training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Resources</th>
<th>Elementary (K-5)</th>
<th>Middle Level (6-8)</th>
<th>Elementary (K-5)</th>
<th>Middle Level (6-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WIDA Standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELAchieve: Constructing Meaning Handbook (ELAchieve.org)</td>
<td></td>
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</tr>
<tr>
<td>District reading/writing/math /science/social studies pacing guides</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
## APS Alternative Language Program Model: High School Program

<table>
<thead>
<tr>
<th>Course Title</th>
<th>English Language Development</th>
<th>Sheltered Literacy</th>
<th>Content Instruction using Sheltered Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELD 1, 2, 3</td>
<td>ELD 1/Literacy</td>
<td>Sheltered Literacy</td>
<td>English/ELD 9-12</td>
</tr>
<tr>
<td></td>
<td>Entering, Beginning,</td>
<td></td>
<td>Sheltered Content Courses</td>
</tr>
<tr>
<td></td>
<td>Developing, Expanding</td>
<td>Expanding</td>
<td>Grade-level Content Courses</td>
</tr>
</tbody>
</table>

### Who?

<table>
<thead>
<tr>
<th>Language Goals</th>
<th>CELP</th>
<th>CELP/Colorado Academic Standards for Reading, Writing, and Communicating</th>
<th>Academic Content and Academic Language Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Goals</td>
<td>• CELP and functions, grammatical structures, vocabulary, and application/fluency</td>
<td>• Colorado Academic Standards for Reading, Writing, and Communicating, CELP and District Pacing Guides</td>
<td>• State Content Standards and District Grade Level Pacing Guides (Math, Science, and Social Studies) Both content concepts and language are explicitly taught. • State Content Standards and District Grade Level Pacing Guides (all content areas) Both content concepts and language are explicitly taught.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Allocated Time</th>
<th>58 minutes a day</th>
<th>58 minutes a day</th>
<th>58 minutes a day for each content area</th>
</tr>
</thead>
</table>

### Role of Classroom Teacher

| Role of Classroom Teacher | Plans and delivers instruction based on CELP and district planning guides. Co-plans with ELA Teacher Leader | Plans and delivers instruction based on CELP, state standards, and district reading/writing pacing guides. | Plans and delivers instruction differentiated by language level using CELP through identifying key concepts based on state standards and district pacing guides using sheltered techniques | Plans and delivers instruction based on state standards, CELP, and district pacing guides using sheltered techniques Implements sheltered |

### Notes

- High School (9-12)
- Updated 4/10/2015

**APPS ELA Plan**

**Figure 3.12: Instructional Programs: High School**
### APS Alternative Language Program Model: High School Program

#### High School (9-12)

<table>
<thead>
<tr>
<th>Role of the ELA Teacher Leader</th>
<th>English Language Development</th>
<th>Sheltered Literacy</th>
<th>Content Instruction using Sheltered Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>techniques</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Co-plans with ELA Teacher Leader or Consultant</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Co-plans techniques learned in co-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>planning and/or professional development.</td>
</tr>
</tbody>
</table>

- Teaches and develops their own demonstration ELD classroom that models best practice.
- Co-plans and co-teaches with classroom teacher

- May teach and develop their own literacy demonstration classroom that models best practice for ELLs, uses sheltered techniques, and differentiates instruction based on students’ language proficiency level.

- Shares the responsibility of instructional leadership in developing culturally and linguistically diverse classrooms.
- Build capacity in ELA TL by co-planning and coaching in ELD classroom and also in facilitation of co-planning sessions.
- Provide ongoing district level professional development around ELD resources, planning, and

<table>
<thead>
<tr>
<th>Role of the ELA Consultant</th>
<th>English Language Development</th>
<th>Sheltered Literacy</th>
<th>Content Instruction using Sheltered Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>techniques</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Co-plans with ELA Teacher Leader or Consultant</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Co-plans techniques learned in co-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>planning and/or professional development.</td>
</tr>
</tbody>
</table>

- Shares the responsibility of instructional leadership in developing culturally and linguistically diverse classrooms.
- Build capacity in ELA TL by co-planning and coaching in content classroom.
- Shares the responsibility of instructional leadership in developing culturally and linguistically responsive classrooms.
### APS Alternative Language Program Model: High School Program

<table>
<thead>
<tr>
<th>High School (9-12)</th>
<th>English Language Development</th>
<th>Sheltered Literacy</th>
<th>Content Instruction using Sheltered Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher Qualifications and Training</strong></td>
<td>Instructional techniques.</td>
<td>Classroom teachers are LDE endorsed or certificated (all new hires by 2010)</td>
<td>Content area teachers are LDE endorsed or certificated. Both classroom teachers and ELA teachers have training around how to differentiate instruction for ELLs.</td>
</tr>
<tr>
<td><strong>Instructional Resources</strong></td>
<td>• CELP Standards and APS ELD Planning Guides</td>
<td>• ELAchieve: Systematic ELD (ELAchieve.org)</td>
<td>• CELP Standards</td>
</tr>
<tr>
<td></td>
<td>• ELAchieve: Systematic ELD Handbook (ELAchieve.org)</td>
<td>• District reading/writing pacing guides</td>
<td>• ELAchieve: Constructing Meaning Handbook (ELAchieve.org)</td>
</tr>
<tr>
<td></td>
<td>• Supplemental resources available on website</td>
<td>• ELAchieve: Constructing Meaning Handbook (ELAchieve.org)</td>
<td>• District reading/writing/math/science/social studies pacing guides</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• CELP Standards</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• District reading/writing/math/science/social studies pacing guides</td>
</tr>
</tbody>
</table>
“...there is no equality of treatment merely by providing (LEP) students with the same facilities, textbooks, teachers and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education” (Lau v. Nichols, 1974)
Overview

A student's identification as an English Language Learner does not limit their access to appropriate instructional services, whether it be interventions, special education, or gifted and talented programs.

Multi-tiered Systems of Support (MTSS) and Response to Intervention (RTI)

Multi-tiered Systems of Support (MTSS)/Response to Intervention (RTI) ensure that all students are receiving the academic, social, emotional, and behavioral support they need. A three-tiered, early-intervention model is essential to support the needs of English Language Learners (ELLs). ELLs need to be provided universal supports that enhance language acquisition in conjunction with content instruction. All students who are identified as an ELL are provided with services through the Aurora Public Schools’ Alternative Language Program Model (see Appendix G). All ELLs are supported with targeted language instruction through a daily English Language Development (ELD) block within like language proficiency groups. The ELD block is part of an ELL’s Tier 1 and 1A instruction – regular instruction. Therefore, ELD is not an intervention within RtI. In addition, all content teachers differentiate instruction throughout the day to make learning comprehensible for ELLs. Like ELD, differentiating content for ELLs throughout the day is not an intervention. RtI directly supports students who are ELL by providing an additional structured inquiry-based process for determining instructional needs an ELL may have above and beyond universal instruction.

Tier 1 and 1A Instruction

Tier 1 refers to classroom instruction for all students. This universal level of instruction should meet the needs of at least 80% of the students. At this level, all students are receiving research-based instruction that is high quality. Core instruction is implemented with fidelity utilizing curricula that are viable, rigorous, relevant and standards-driven. Core instruction should also offer sufficient depth, breadth, and complexity to meet the needs of all students in a classroom.

Assessment

Prior to planning for effective Tier 1 and 1A instruction, educators must have clear understandings of what an ELL knows and the specific needs of that student. Teachers (need to) use a variety of both summative and formative assessments. Teachers first utilize language proficiency data (ACCESS data) to identify the student’s language proficiency level in each domain (speaking, listening, reading, and writing). From there, ongoing formative assessments are differentiated based on the language proficiency level of the student. For instance, a teacher differentiates an assessment by providing the necessary scaffolds, such as a graphic organizer, sentence frames, or visual supports. The differentiation of the assessment itself depends on the language level of the student and the difficulty of the content being assessed. The summative and formative assessment frameworks in WIDA guide the teacher in designing appropriate assessments for language learners. It is crucial that teachers be mindful of the progress a student is making in language acquisition as evidenced by monitoring notes or a body of evidence.

Belief #4:

All students come to school with unique experiences that shape who they are and how they learn. It is the responsibility of teachers and staff to identify students’ strengths and build upon them in order to further their growth and achievement.
It is recommended that teachers also assess a student in his/her native language. For example, a teacher can ask students to write something in their native language or have them read aloud from a text in their native language. In addition, parents can provide vital information around their child’s literacy background (see APS Cultural and Environmental Influences Interview, Appendix I). In Aurora Public Schools, students’ educational and literacy backgrounds vary widely. Students come to school with a range of conceptual understandings and skills, along with diverse cultural and linguistic backgrounds. This information provides teachers with critical information on what language and concepts the student has mastered in their primary language:

A student who possesses knowledge of a concept in their first language needs only to learn its label in the second language, whereas the student who lacks the concept in both languages must learn the concept and the label in their second language” (Francis, Rivera, p. 12).

Each building in Aurora Public Schools is provided funds to aid in communicating and collaborating with parents through the use interpretation and translation services. These services can be found through the ELA Department’s website at: http://ela.aurorak12.org/translators/agencies/

EVALUATION

Through the analysis of multiple assessments, teachers are able to identify the source of the ELL’s challenge. For example, “Effective reading comprehension can be undermined by a number of factors, including word-reading accuracy and speed, vocabulary, understanding of text structure, the ability to use language to formulate and shape ideas, and the ability to make inferences from text” (Francis, Rivera p. 13). Given the complexity of the needs of an ELL, it is critical that we evaluate formative assessments to pinpoint the student’s exact next step in order to plan for effective instruction (see sample guiding questions in the table, below).

<table>
<thead>
<tr>
<th>Sample Guiding questions to assist in evaluation and analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>o What does the student have control over?</td>
</tr>
<tr>
<td>o What tasks can the student perform and in what settings?</td>
</tr>
<tr>
<td>o What do you see the student attempting/approximating?</td>
</tr>
<tr>
<td>o What misconception might the student hold that is preventing them from successfully demonstrating understanding?</td>
</tr>
<tr>
<td>o What prerequisite skills are necessary for the learning task?</td>
</tr>
<tr>
<td>o What learning behaviors is the student exhibiting?</td>
</tr>
</tbody>
</table>

PLANNING:

Once teachers have evaluated the assessment data, they plan for the appropriate corresponding instructional approach that specifically addresses the ELL’s need. When planning instruction for ELLs, teachers also consider the scaffolds and sheltered techniques that will make the learning comprehensible. WIDA has identified instructional strategies and tools used to assist students in accessing content and building language. These supports include sensory, graphic and interactive supports. Examples of these can be found in the WIDA Resource Guide on pages RG 20-RG 24 under Examples of Sensory, Graphic, and...
Interactive Supports. Teachers include these supports when planning instruction for ELLs. WIDA also provides Can Do Descriptors that support the teacher in planning for differentiated instruction based on a student’s language proficiency level (http://wida.us/downloadLibrary.aspx).

TEACHING
Teachers provide clear and explicit instruction for ELLs. The execution of a lesson must provide multiple avenues for the ELL to learn the content and to demonstrate their understandings. CELP/WIDA has paired the standards with the different language proficiency levels. WIDA’s content instructional frameworks provide teachers the tools to deliver comprehensible instruction, which includes the language function and support (visual, graphic, or interactive). WIDA’s Can Do Descriptors are an additional support for instructional purposes. Teachers plan instruction that is responsive to student behaviors and needs and adjust their instruction based on the behaviors students are exhibiting. For example, if an ELL does not approximate or master a skill, then the teacher provides additional explanations, examples, modeling or supports. During instruction, teachers maintain high expectations for all students.

Teachers provide a variety of supports while teaching the lesson. These can include visual supports, realia, sentence frames, graphic organizers, oral directions paired with written, models of proficiency, and modeling. Teachers provide content objectives with corresponding language objectives. Commins’ Tier 1 Look For’s (Appendix D) highlights examples of specific teacher and student behaviors present in linguistically and culturally diverse classrooms.

TIER 1 AND 1A SPECIAL CONSIDERATIONS FOR STUDENTS WITH LIMITED OR INTERRUPTED PRIOR SCHOOLING
There are strategies a teacher can use within Tier 1 and 1A instruction that are specialized for students that have had limited or interrupted prior schooling. ELLs with significant gaps in their education may need specialized instruction within Tier 1 and 1A. Students who do not already know how to read need appropriate literacy instruction in English. Instruction would be developed based on specific student needs.

RESOURCES WITHIN A SCHOOL AND COMMUNITY
There are several resources available to teachers to support ELLs. The classroom teacher begins by utilizing the supports available in a building and at home to provide core Tier 1 and 1A instruction. A classroom teacher consults with one or more of the following resources when considering bringing an ELL to the Instructional Support Team. Parents, as well as one of the following resource personnel, are on the Instructional Support Team. The available resources are outlined below.
Figure 4.1: Instructional Support Team Resources

<table>
<thead>
<tr>
<th>Resource People</th>
<th>Role within the RtI Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA Teacher Leader</td>
<td>The ELA Teacher Leader (TL) supports the classroom teacher with particular considerations for the ELL. The ELA TL works alongside the classroom teacher to analyze data in order to pinpoint the area of need for the ELA student. In addition, the ELA TL supports the classroom teacher with planning for differentiation techniques and strategies to make learning comprehensible. The classroom teacher works alongside the ELA TL to communicate and/or interview parents in order to gather more information about the language and academic background of a student (see APS Parent Cultural and Environmental Influences Interview, Appendix I).</td>
</tr>
<tr>
<td>ELA Consultant</td>
<td>The ELA Consultant supports the ELA TL in buildings. If needed, the ELA Consultant supports the ELA TL with observing a student or a classroom teacher. The ELA Consultant provides the ELA TL feedback on how to best support the classroom teacher with Tier 1 and 1A instruction for an ELL.</td>
</tr>
<tr>
<td>Parents</td>
<td>The parents are an integral part of enforcing academic and/or behavior goals at home. In addition, the parent supports the child with the primary language. Parents provide the classroom teacher with critical information regarding academic history, health of the student, and literacy skills within the primary language. Translation services can be found through the ELA Department’s website at: <a href="http://ela.aurorak12.org/translators/agencies/">http://ela.aurorak12.org/translators/agencies/</a></td>
</tr>
<tr>
<td>Teachers with the</td>
<td>Many teachers in Aurora Public Schools have acquired an LDE Certification, Endorsement, or Masters Degree. LDE Certified or Endorsed teachers participate in the IST providing a perspective of how language development intersects with learning in the content areas. LDE Certified or Endorsed teachers work with their colleagues by contributing ideas for supporting ELLs through researched-based instructional practices and by interpreting data and progress through a lens of language development.</td>
</tr>
<tr>
<td>Linguistically Diverse</td>
<td></td>
</tr>
<tr>
<td>Education Certification,</td>
<td></td>
</tr>
<tr>
<td>Endorsement, or</td>
<td></td>
</tr>
<tr>
<td>Masters Degree</td>
<td></td>
</tr>
</tbody>
</table>

GUIDING QUESTIONS BEFORE ENTERING TIER II INSTRUCTION:

Tier 2 includes individualized, targeted supports for students with more significant academic and/or behavior concerns or who have been identified as underachieving, that are implemented in conjunction with Tier 1/1A instruction. If a student continues to demonstrate insufficient progress and the gap between the student’s achievement and expected achievement increases, a more intensive intervention plan should be put in place with the assistance of the Instructional Support Team. Evidence-based instructional strategies and strengths-based interventions in Tier 2 are developed based on the student’s specific learning and/or behavioral needs. The classroom teacher, while being responsible for providing targeted instruction, may be supported by other teachers, related service providers, or other staff. Tier II instruction provides students with interventions that are more frequent and intense. The intervention within Tier II instruction is determined by formative assessments that the teachers gather and analyze. There are certain guiding questions the Instructional Support Team should ask before placing an ELL in Tier II Instruction:

- What consistent explicit instruction has been provided for the ELL who is not making adequate progress?
- What appropriate scaffolds and supports have been provided for the ELL in order for them to access content instruction?
- How has the teacher differentiated assessments, based on a student’s language level, to allow the student to demonstrate their content understandings? What was the outcome?
- What progress has the ELL demonstrated in ELD instruction?

Updated 4/10/2015
• How long has the classroom teacher collected data around the interventions?
• What was the student’s response to those interventions?
• What is the educational background of the student?
• Has the data been compared to other ELL students with a similar background, age, education and amount of exposure to English?
• As part of the progress monitoring, how has language acquisition been measured?
• How has the classroom teacher collaborated with the ELA Teacher Leader about interventions?
• How have these collaborations been documented?
• Has level of English language proficiency (language acquisition) been ruled out as the primary cause of the ELL’s lack of progress?

The above questions help determine and narrow the specific interventions that need to be put in place for an ELL. They may also identify areas where Tier 1 instruction (see ALP framework, figure 3.4 on page 35) needs additional support for implementation. Tier I and Tier II interventions encompass a comprehensive process that helps sort out when students are having academic challenges because of language or whether there are other underlying issues affecting their academic performance. Throughout this process the teaching and learning cycle is utilized. Teachers collect data and analyze it in order to plan for and deliver instruction at students’ point of need.

**READ ACT AND READ PLANS**

The Colorado Reading to Ensure Academic Development Act (the READ Act) was passed by the Colorado Legislature in 2012. It focuses on early literacy development for all students, especially for students at risk for not achieving third grade reading proficiency. The READ Act focuses on Kindergarten through third grade (K-3) literacy development, literacy assessment and individual READ plans for students identified with a significant reading deficiency (SRD).

For students identified with a significant reading deficiency based on diagnostic and screener assessment information, The READ Act requires the creation and implementation of an individual intervention plan called a READ plan. The Read Plan is considered a Tier II intervention. The READ Act outlines specific components that must be included in READ plans to ensure the effectiveness of intervention strategies. The components are listed below:

• Assessment information to include screener and diagnostic information
• Identified goals from the focus areas of reading
• Strategies to be used to support growth in identified goals

If an English Language Learner is placed on a READ plan, Oral Language must be one of the identified goals. All goals on read plans are monitored ongoing by teachers and updated to meet the literacy needs of each individual student. Students can exit the read plans once they show grade level proficiency on various assessments that include body of evidence.

Parents are a critical part of planning their child’s READ Plan. If a student is identified having a significant reading deficiency, teachers meet with parents and jointly create the child’s READ plan. Information shared with parents includes a copy of the READ plan, an explanation of the scientifically- or evidenced-based reading program being used, any other services the student will receive, and any additional support parents can provide.
Follow these links for more information about READ Plans and READ Act:

http://www.cde.state.co.us/coloradoliteracy/ReadAct/

http://assessment.aurorak12.org/read/

ELLs and Retention

Retention of students identified as limited English proficient solely because of a lack of English-speaking ability is contrary to best practice. Non-English proficient (Entering and Emerging) students, who have completed a full year of instruction, may not be retained. Every ELL who is considered for retention is addressed on a case by case basis. Any retention of a Limited English Proficient (Developing or Expanding Levels) or exited student must include consultation with the parents, ELA Teacher Leader, ELA Consultant, and Director of Student Achievement.

Gifted and Talented Education (AGATE)

Aurora Public Schools is committed to ensuring equity in its Gifted and Talented Education (AGATE) program. APS ensures equal access to all ELLs through its identification, referral process, and testing and teaching methodologies within its AGATE program. A study by the National Educational Longitudinal Study (NELS) found that some ethnic groups are significantly less likely than their white counterparts to be involved in gifted programming. The study found that “17.6% of Asian students, 6.7% of Hispanic students, and 2.1% of Native American students were involved in gifted programming compared with 9% of white students” (Harris, 2009). It is the intent of the AGATE program to place special emphasis on identifying students from varying backgrounds who qualify for services. Multiple criteria are employed to ensure that giftedness and talent are not overlooked as a result of developing English language proficiency or among students who may not be experiencing academic success. There are multiple ways of assessing an ELL including teacher observations, achievement data, and portfolios, along with consideration of special variables, such as language, socioeconomic background, and culture. Students are tested starting in Kindergarten through teacher and/or parent referral. AGATE testing is conducted in English, but with an assessment that is not language based. “Assessment of the gifted student who is acquiring a second language and adapting to multiple cultural settings, should be designed to measure targeted outcomes without placing undue emphasis on language limitations or cultural differences” (Castellano & Diaz, 2002, p. 136). Site administrators and/or site designee AGATE coordinators will work with school staff and parents to inform all about AGATE referral process, testing process, and AGATE services.

Below are some unique characteristics that may be true of AGATE ELLs. This list is not all inclusive.

- Being able to interpret from one language to another at higher levels
- Using knowledge effectively in new situations and within diverse contexts
- The linguistic ability to navigate through both languages using code switching in phonetic and grammatically correct ways
• Simultaneous interpretation
• Advanced levels of active or passive vocabulary
• Accelerated rate of acquisition of the new language (Castellano & Diaz, 2002)

Once ELL students have been identified as gifted and talented, there are instructional considerations that can provide the most appropriate education:

Curriculum for these learners should heavily emphasize language usage, even for the gifted bilingual student whose giftedness may be more nonverbal. This language emphasis allows students to not only learn language, but also to manipulate it in a variety of ways. The gifted curriculum should support language acquisition in general, without having the learning of English as its focus. Rather, the curriculum for the gifted bilingual student should emphasize the high levels of thinking and performance that are expected of any gifted student (Castellano & Diaz, 2002, p. 139).

There is also a wide variety of instructional strategies that are appropriate for AGATE ELLs and will push both their language learning and content learning:

Many instructional strategies recommended for English-language learners appear to have face validity for these students who are also gifted, especially those strategies that emphasize high level thinking. These include incorporating gifted education strategies (in general, not dependent on level of language acquisition), focusing on student strengths (including primary language ability), providing a content-rich curriculum that provides in-depth study, promoting students’ active engagement in learning, developing oral and written language development in all aspects of instruction, and promoting students’ self-esteem through valuing their languages, cultures, and experiences” (Castellano & Diaz, 2002, p. 145).

In addition to receiving appropriate AGATE services, English Language Learners who are AGATE continue to receive ELD instruction in order to further their academic language development. It is important to pay special attention to the pacing of the ELD instruction and the need to move students through proficiency levels as they progress.
SPECIAL EDUCATION SERVICES

Referrals to Special Education services are made only after a student has gone through the RTI process. The classroom teacher, along with the Instructional Support Team, can utilize the Response to Intervention Checklist/Guidelines for Identified ELL (Appendix H), in order to determine specific next steps within the RTI process. While English Language Learners are often inappropriately identified as having special needs, those ELLs with a disability have a legal right of access to Special Education services just as all other students in APS. Without an appropriate system of identification and intervention, these students may actually be under-identified and miss out on opportunities for support.

As stated above, a resource person knowledgeable about English Language Acquisition and pedagogy must be a part of the Instructional Support Team. This review process is required to determine if Special Education assessment is needed. The process also aids in determining if student performance is reflective of expected patterns of the student’s second language acquisition based on schooling and time in this country and that growth is being made. An ELL who is identified as having a disability is legally entitled to both ELD and Special Education services. One does not take priority over the other. Instructional decisions related to a student’s language acquisition status must be described in the Individualized Education Plan (IEP). When students qualify for Special Education Services, linguistically and developmentally appropriate goals and objectives are written based on the student’s needs. The IEP includes goals that address English Language development as well as goals that support access to the content areas. To the extent that the student’s English Language Development program relates to the student’s need for Special Education services, the IEP must document the provision of these services.

When it is determined that an ELL needs to be assessed, whether it be speech, academic, or cognition, the process must be explained to the parents in a language they understand. Testing can only be initiated with parent’s written approval. When appropriate, assessments are conducted in the primary language of the student, or English, or both, making certain the cultural differences are taken into consideration when determining eligibility. Even in the absence of formal assessments in the student’s primary language, it can be possible to gain information about their performance and behaviors through informal interviews with family members. The APS parent cultural and environmental influences interview (Appendix I), provides the teacher and support team with additional information around the student’s primary language, health, development, family education/background, and responsibilities in the home. This interview is conducted with the classroom teacher or a staff member that the family feels comfortable with. If the family has a primary home language other than English, an interpreter must be alongside the parent and teacher as the survey is conducted.
Figure ??? Pre-referral process: Bilingual ESS Evaluation

**Comment [DM1]:** Is this the most current flowchart from ESS?
“Something magical happens when you bring together a group of people from different disciplines with a common purpose” (Stefik, 2008).
**OVERVIEW**

Aurora Public Schools Professional Learning seeks to provide every educator with opportunities to become an even more effective agent for success of our students. Professional development goals can be determined by building and district Unified Improvement Plans (UIPs), learning walks, and teacher request. By promoting opportunities for study within our own district, through universities in our area, and through online learning, we seek to match our talented staff with professional learning experiences that will transform their instruction. As a result of this professional development, we will see an increase in student achievement.

The ELA department supports the district’s overarching goals for professional learning through district, building, and individual level professional development.

*Figure 5.1: Professional Learning Opportunities*

<table>
<thead>
<tr>
<th>District</th>
<th>Building</th>
</tr>
</thead>
<tbody>
<tr>
<td>LDE certification program</td>
<td>Co-planning and co-teaching with ELA teacher leader</td>
</tr>
<tr>
<td>E.L. Achieve Institutes</td>
<td>Building professional development</td>
</tr>
<tr>
<td>- Systematic ELD</td>
<td>- Small group/teams</td>
</tr>
<tr>
<td>- Constructing Meaning</td>
<td>- Whole group</td>
</tr>
<tr>
<td>New teacher orientation and induction</td>
<td>Building professional development with ELA consultant support</td>
</tr>
<tr>
<td>Ongoing Professional Learning</td>
<td>- Small group/teams</td>
</tr>
<tr>
<td>ELA teacher leader</td>
<td>- Whole group</td>
</tr>
<tr>
<td>- Monthly teacher leader meetings</td>
<td></td>
</tr>
<tr>
<td>Coaching with ELA consultant</td>
<td></td>
</tr>
<tr>
<td>Special Interest Cohorts</td>
<td></td>
</tr>
</tbody>
</table>

**BELIEF #5:**
Meaningful professional development fosters capacity building and collaboration. This learning results in changed thinking and practice which increases achievement for English Language Learners.
APS partners with Regis University and the University of Colorado at Denver to provide teachers with the opportunity to complete the Linguistically Diverse Educator Certificate, or the equivalent courses - assessment, linguistics, and teaching strategies. This is now a condition of continued employment for all newly hired teachers. Current teachers in the district (hired before the 2009-2010 school year) may choose to participate as well. The district’s commitment to the success of ELLs is evidenced by extensive opportunities available to APS personnel including, but not limited to the LDE certificate program, much of it free of charge to the participants.

ELACHIEVE INSTITUTES

SYSTEMATIC ENGLISH LANGUAGE DEVELOPMENT (ELD)

Systematic ELD instruction is part of a comprehensive program for English Learners. The purpose of dedicated ELD instruction is to develop a solid foundation in the English language and to increase students' ability to communicate for a range of purposes. It helps equip students with the language needed to express the sophistication of their thinking.

Through presentation, reading, small group interaction, and large group sharing, participants will:

- Understand the instructional implications of the distinction between teaching in English and effectively teaching English as a second language
- Learn a framework for how to plan, teach, and monitor ELD instruction at each level of English proficiency
- Build a repertoire of instructional routines for teaching and providing structured opportunities for oral and written language practice
- Learn to administer the Express Placement Assessment for ELD Instruction

http://www.elachieve.org/syseld/

SECONDARY CONSTRUCTING MEANING

Secondary English learners face a daunting task. To meet grade-appropriate content standards and perform well on required local and statewide assessments, students must master the conventions of Standard English while also acquiring the discipline-specific language of multiple content areas. Trained content area teachers support secondary English learners in meeting this challenge by incorporating academic language instruction into content area instruction.

Constructing Meaning: Explicit Language for Secondary Content Instruction offers teachers the process and the tools to identify specific, content-driven language objectives and design instruction to address those objectives. A backward design approach is fused with the principles of second language acquisition to create student-centered classrooms in which rigorous academic teaching includes explicit language instruction.

ELEMENTARY CONSTRUCTING MEANING

While Systematic ELD addresses a vertical slice of the instructional day (as represented on the Focused Approach Blueprint for English Learner Instruction), Constructing Meaning equips teachers to provide explicit language support for content learning throughout the instructional day in the horizontal slice of the Blueprint.

The 20-hour Elementary Constructing Meaning institute incorporates presentation and collaborative learning to equip K-6 teachers with the process and tools to:
• Identify language demands of instructional materials for reading comprehension.
• Identify language demands of standards-based oral and written production tasks.
• Identify specific, content-driven language objectives.
• Design instruction for more productive reading and oral or written language.

ONGOING PROFESSIONAL LEARNING: SYSTEMATIC ELD AND CONSTRUCTING MEANING

Ongoing professional learning sessions are designed for participants who have completed the three day E.L. Achieve Institutes and would like to deepen their understanding and practice. Outcomes are organized around topics of interest and participants are often grouped by grade level cluster. Some examples of this continued learning include late start for middle and high schools in the district.

NEW TEACHER ORIENTATION AND INDUCTION

Through New Teacher Orientation at the beginning of the year and Induction throughout the first year, new teachers have opportunities to learn about:
• Identification, Assessment and Placement of English language learners
• Instructional models and best practice for English Language Development and differentiated instruction in the content area

ELA TEACHER LEADER

To grow as learners, leaders and advocates, ELA teacher leaders have multiple opportunities for professional development. Through monthly ELA teacher leader meetings and weekly coaching with their ELA Consultant, ELA teacher leaders receive ongoing professional development to cultivate their own understandings and build teacher capacity within their buildings around:
• Identification, Assessment and Placement of English Language Learners
• Instructional models and culturally relevant pedagogy for English Language Development and sheltered instruction
• Classroom environment and the Conditions of Learning
• Using the Teaching-Learning Cycle for the collection and evaluation of assessment data to drive planning and instruction
• Professional development and effective co-teaching and co-planning models.

Teacher leaders maintain ongoing action plans (Appendix J) in order to build reflective practice and guide their professional learning.

SPECIAL INTEREST COHORT

Based on district trends and teacher need, the district provides cohort opportunities for teachers to collaborate around particular questions within teaching practice. Through this collaboration, services for students improve and teachers develop their content understandings around new initiatives and curriculum revisions. Examples of possible district special cohort groups include: new course offerings for English and ELD at the High School Level and Newcomer Leadership Development Group at the Elementary level.
BUILDING PROFESSIONAL DEVELOPMENT

CO-PLANNING AND CO-TEACHING WITH ELA TEACHER LEADER

Teams/individuals have the opportunity to collaborate with their ELA teacher leader to plan together for the English Language Development block and/or content instruction differentiated by language development. Co-planning sessions have specific learning outcomes to help teachers develop understandings and plan for instruction using:

- Language proficiency levels
- Monitoring data and assessments
- Instructional flowchart
- Teaching-Learning Cycle
- Conditions of Learning
- E.L.Achieve notebook and website
- CELP/WIDA
- Other resources

ELA TLs co-plan with those teachers who do not currently hold an LDE certificate or endorsement as well as any other teachers who request their support. In the future, it is the district’s goal to compile ideas and activities that are developed through collaboration so that all staff have shared access to resources.

OTHER BUILDING PROFESSIONAL DEVELOPMENT

Some schools also offer professional development sessions at the building level. The ELA teacher leader and ELA Consultant collaborate to provide focused learning based on student need, teacher interest, and building need. This professional development is focused both around ELD and language support within the content area. The ELA teacher leader and ELA Consultant work to design professional development that supports integration of ELA practices in all content areas and in connection with each schools Unified Improvement Plan (UIP). The following professional development examples are a sample of what schools may offer:

COLLABORATIVE COACHING AND LEARNING (CCL)

The ELA Teacher Leader facilitates professional development amongst a group of teachers with a common instructional goal that is determined by student data. Within the CCL, teachers read about research-based instructional strategies and collaborate to plan instruction. Often times, teachers are able to observe instruction and reflect as a group to come to new understandings, which result in accelerated learning of students.

DEMONSTRATION CLASSROOMS

Demonstration classrooms are identified classrooms in a building where teachers can go to observe best practice. Demonstration classroom teachers collaborate with visitors and instructional leaders with the purpose of building professional capacity. Every building has an ELA TL demonstration classroom. The district has also identified demonstration classrooms that represent and model varying contents, grade levels, and strategies for students at different language proficiencies.
**BOOK STUDIES**

The ELA Teacher Leader, along with the ELA consultant and building leadership, determines a professional text that brings teachers and staff to new understandings around best practices for ELLs. The text is at the center of all instructional conversations and it provides teachers the opportunity to connect theory to practice. See Appendix E for a list of suggested resources related to English Language Learners.

**DATA TEAMS**

Teachers, at a grade or content level, collaborate to analyze data from multiple data sources. Teachers determine student strengths and next steps and use that information to create a variety of learning plans that will accelerate student achievement. These learning plans include research-based instructional strategies that support whole group, small group, and individualized learning. These expert teams support, develop, and monitor improvement at a classroom, school, and district level.

**NEW TEACHER MENTORING**

In addition to new teacher orientation and new teacher induction, the district offers individualized support for new teachers at a building level. New teachers are assigned a mentor who works alongside them to share expertise and support. There is an ELA component to the mentorship process and teachers are supported with assessment, planning, strategies, and questions around English Language Learners.
Chapter 6: Roles and Responsibilities

“Leadership and learning are indispensable to each other”
(John F. Kennedy, 1960)
# Overview

In Aurora Public Schools, we believe that every teacher/staff member plays an integral part in educating culturally and linguistically diverse learners. Below is a chart that describes specific roles and responsibilities of those directly involved with supporting English Language Learners; The Teacher Leader Continuum (Appendix K) and ELA Consultant Continuum (Appendix L). also outline specific goals and responsibilities for these staff members.

## Role of:

### School Administrator

- Provides opportunities for advocating for equity and developing culturally and linguistically diverse classrooms
- Monitors teacher and student data over time to provide effective feedback in meeting the needs of culturally and linguistically diverse learners
- Uses relevant data to plan for professional learning opportunities

### Classroom Teacher

- Provides effective Tier 1 instruction to all learners, that includes attention to the cultural and linguistic diversity of the student population
- Effectively uses the standards based teaching and learning cycle to differentiate assessment and instruction based on language proficiency levels
- All new teachers to APS are expected to complete at least three courses in the theory and practice of teaching second language learners within their first 3 years of teaching in the district. (Classes include Linguistics, Strategies, and Assessment)

### ELA Consultant

- Shares the responsibility of instructional leadership in advocating for equity and developing culturally and linguistically diverse classrooms
- Builds capacity in ELA TL by co-planning and coaching in ELD and content classroom and also in facilitation of co-planning sessions
- Provides ongoing district level professional development around ELD resources, planning, and instructional techniques
- Responsible for increasing ELA student achievement by collaborating with ELA teachers, building leadership, instructional coordinators, teaching partners, and ELA teacher leaders to develop their understanding of effective ELA programs, instructional techniques and issues
- Responsible for planning, implementation and evaluation of programs developed for English language learners

### Director of ELA

- Responsible for providing vision, leadership, and management for the district’s English language learners programs assuring effective collaboration with all district departments and services
- Responsible for interpreting and administering all local, state and federal statutes, rules, policies and administrative directions pertaining to English language learner programs. Responsible for implementing relevant components of the district’s strategic plan
- Assists school and district leadership in developing understandings of appropriate second language instruction through professional development, one on one consultation, curriculum development, planning, and assessment and evaluation of English language learners

### Belief #6:

All teachers and staff in Aurora Public Schools have unique roles and responsibilities that contribute to bettering the lives of ALL students. Everyone has the capacity to inspire and lead instructional improvement.
<table>
<thead>
<tr>
<th>Role of:</th>
<th>Roles and Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA Teacher Leader</strong></td>
<td><em>Assists ELA Consultants in developing capacity in all buildings</em></td>
</tr>
<tr>
<td></td>
<td><strong>Demonstration Classroom Responsibilities:</strong></td>
</tr>
<tr>
<td></td>
<td>• Creates a demonstration classroom incorporating differentiated instruction, for both content and ELD with support and input from the ELA Consultant</td>
</tr>
<tr>
<td></td>
<td>• Provides a proficient model of instruction with functions and forms of English language based on students’ language proficiency level.</td>
</tr>
<tr>
<td></td>
<td>• Participates in 1:1 coaching with ELA Consultant</td>
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<tr>
<td></td>
<td><strong>TEACHER LEADER RELEASE TIME:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Placement and Identification:</strong></td>
</tr>
<tr>
<td></td>
<td>• Reviews Home Language Surveys to determine if student needs W-APT (WIDA ACCESS Placement test)</td>
</tr>
<tr>
<td></td>
<td>• Notifies parents of placement in Alternative Language Program with NCLB Identification letter (copy in student CUM file)</td>
</tr>
<tr>
<td></td>
<td>• Places students in appropriate English Language Development (ELD) block based on their WIDA ACCESS Placement scores. Communicate this information to the clerk</td>
</tr>
<tr>
<td></td>
<td>• Redesignates students when necessary completing the Redesignation Form based on specific requirements</td>
</tr>
<tr>
<td></td>
<td><strong>Leadership/Co-Planning:</strong></td>
</tr>
<tr>
<td></td>
<td>• Co-plans with classroom teachers in ELD, differentiated content instruction, and sheltering techniques</td>
</tr>
<tr>
<td></td>
<td>• Provides whole staff Professional Development</td>
</tr>
<tr>
<td></td>
<td>• Utilizes ELA teacher leader continua</td>
</tr>
<tr>
<td></td>
<td>• Participates in building level Leadership Team</td>
</tr>
<tr>
<td></td>
<td>• Participates in monthly ELA teacher leader meetings</td>
</tr>
<tr>
<td></td>
<td>• Participates in Special Education staffing for English Language learners (or someone with an ELA Certificate/Endorsement)</td>
</tr>
<tr>
<td><strong>Instructional Coordinator, ELA</strong></td>
<td>• Responsible for developing ELA instructional plans, ELA Consultants, and teacher leaders to improve student achievement across the District</td>
</tr>
<tr>
<td></td>
<td>• Coaches and supports ELA Consultants and teacher leaders; assisting principals and Directors of Student Achievement in monitoring achievement growth at schools</td>
</tr>
<tr>
<td></td>
<td>• Researches best instructional practices and curriculum and developing instructional plans in alignment with District and State Standards</td>
</tr>
<tr>
<td><strong>Role of Clerk</strong></td>
<td>• Distributes Home Language Survey (HLS) to incoming students, new to the district</td>
</tr>
<tr>
<td></td>
<td>• Gives Home Language Survey to ELA Teacher Leader when another language is listed on the form</td>
</tr>
<tr>
<td></td>
<td>• Use infinite campus to creates ELD block class lists to be used for grading</td>
</tr>
<tr>
<td></td>
<td>• Collaborates with ELA Teacher Leader regarding where to place incoming student in the ELD block</td>
</tr>
</tbody>
</table>
"The celebration of cultural and linguistic diversity in the schools is not likely to feel real to parents and community members until a comfortable place is created for the families of all students" (Echevarria and Graves, 2007).
**Overview**

Student learning increases when relationships and collaboration take place among teachers and students, parents, and community. These partnerships help everyone understand the backgrounds and characteristics of the parties involved. Without truly knowing one another, we cannot give our students the most success. In order for instruction to be centered on students, the district makes a commitment to form relationships and partnerships with all families and communities.

Culture and history shape the customs and rituals by which we live. It is through these rituals and routines that we interact with others daily. A first step in becoming more culturally responsive is to examine aspects of our own cultural identities and beliefs. This helps us begin to understand and interact with the vast number of families and students from around the world and from diverse cultural backgrounds within the United States.

While the focus in school is often on language acquisition, English Language Learners must also learn about and how to function in a new culture. Teachers can support learning about school culture by respectful and honest communication in daily interactions with students and families. There are some general principles that lead to successful communication with students and families of diverse cultural backgrounds. Valuing inclusion of English Language Learners (ELLs) (vs. a pull-out model) and proper use of native language in the classroom are two ways of building on the wealth of experience and knowledge students bring to school from their families and cultural experiences. Providing communication in a family’s native language is another way to build partnerships. As we gain a deeper understanding of the culture from which a student comes, we learn more about cultural and how families view and support education.

Families will also benefit from workshops or sessions that focus on differences in various school systems. The district parent coordinator can assist schools in providing this support to families. Teachers can aid in dispelling what are often myths about other cultures, and replace those myths with an accurate understanding of the other culture as one that is different from one’s own, yet to be respected and valued” (Brown, 2007). These characteristics will not apply to every individual. Differences in specific countries (wars, economic situations, tribal affiliations, etc.) will impact belief systems and how students interact with the world around them.

*Education is for improving the lives of others and for leaving our community and world better than you found it.*

—Marian Wright Edelman

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**Belief #7:**

All teachers and staff in Aurora Public Schools seek to understand the values, beliefs, and attitudes that represent a wide variety of cultures. They use this understanding to build effective communication and relationships among students, families, staff, and the community.
RESOURCES FOR LEARNING ABOUT CROSS CULTURAL COMMUNICATION

If you would like to further explore cross-cultural communication, the following resources may be helpful. These resources could be used as the focus of a book study. Also see Appendix E for a suggested list of resources.

- **Enhancing Teachers’ Cross-cultural Communication skills**
  http://www.tolerance.org/tdsi/asset/enhancing-teachers-cross-cultural-commun
  Jeannie Oakes argues that teachers need to develop the capabilities to engage in cross-race interactions with families, some of whom may feel uneasy about their relations with schools.

- **Cross-Cultural Communication: An Essential Dimension of Effective Education**
  This site includes multiple articles, videos and an on-line book resource entitled: *Cross Cultural Communication: An Essential Dimension of Effective Communication* by Orlando L. Taylor, Ph.D., Mid-Atlantic Equity Center

- **Cross Cultural Communication: An Essential Dimension of Effective Communication** by Orlando L. Taylor, Ph.D., Mid-Atlantic Equity Center

- **Center for Applied Linguistics.** : http://www.cal.org/

FAMILY AND COMMUNITY INVOLVEMENT

Aurora Public Schools values and encourages family and community involvement. This priority is founded on the belief that there is not only great value in forming relationships with students, but also in knowing their families. When teachers form partnerships with parents and other family members, it is easier to understand cultural and familial needs. This enhances opportunities to learn what families want for their children and come to recognize a shared desire for their student’s academic success. By getting to know their students on a deeper level, teachers can appropriately modify instruction and make the environment a more accepting place for them and their families. The payoff for this is substantial. According to Gibbons (1991)

> Schools where there is genuine and active participation by parents have seen improved learning, and where schools have involved parents of students of color as partners and decision makers in their children’s education, the parents have appeared to develop an increased sense of their worth that communicates itself to their children (48).

Title III funds are available to provide additional parent outreach to support families of ELLs which include immigrant and refugee families. All schools are eligible to apply for this funding. Through this outreach, parents can learn skills they need to better support learning at home. These programs may include ESL and computer classes, workshops and trainings based on interests and needs.

Epstein’s *Keys to Successful School, Family and Community Partnerships* (Figure:7.1) provides schools with a model for the multiple possibilities for Family and Community involvement.
Figure 7.1: THE KEYS TO SUCCESSFUL SCHOOL, FAMILY AND COMMUNITY PARTNERSHIPS

Epstein’s Six Types of Involvement

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Parenting</td>
<td>Assist families in understanding child and adolescent development and in setting home conditions that support children as students at each grade level. Assist schools in understanding families.</td>
</tr>
<tr>
<td>2: Communicating</td>
<td>Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.</td>
</tr>
<tr>
<td>3: Volunteering</td>
<td>Improve recruitment, training, and schedules to involve families as volunteers and audiences at the school and in other locations to support students and school programs.</td>
</tr>
<tr>
<td>4: Learning at Home</td>
<td>Involve families with their children in learning at home, including homework, other curriculum-related activities, and individual course and program decisions.</td>
</tr>
<tr>
<td>5: Decision Making</td>
<td>Include families as participants in school decisions, governance, and advocacy through the PTA/PTO, school councils, committees, action teams, and other parent organizations.</td>
</tr>
<tr>
<td>6: Collaborating With the Community</td>
<td>Coordinate community resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.</td>
</tr>
</tbody>
</table>

Adapted from: School, Family, and Community Partnerships, Third Edition, by J.L. Epstein et al. @ 2009 by Corwin Press. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

AURORA WELCOME CENTER

The APS Welcome Center supports refugee and immigrant students and their families with the adjustment to Aurora Public Schools and the Aurora community. The refugee and immigrant families who are new to Aurora are referred from Centralized Admissions to the APS Welcome Center. The APS Welcome Center assesses the students’ academic, social and emotional background, conducts language placement testing and transcript review, and supports students and schools in the appropriate grade placement. The close collaboration and communication between the APS Welcome Center and schools enables the receiving school to be better prepared to welcome each refugee and immigrant student. The APS Welcome Center will also provide immigrant and refugee families with an orientation to Aurora Public Schools and the U.S. educational system, which will allow the students and their families to feel more comfortable when starting school at APS.

The APS Welcome Center works alongside the Aurora Welcome Center—a multi-tenant, shared space for non-profit organizations providing services to Aurora’s immigrant and refugee families. These organizations include Colorado African Organization, Global Bhutanese Community, Families Forward.
Resource Center, Rights for All People, and Strengthening Neighborhoods – all under one roof. The APS Welcome Center partners with these and other community organizations to provide services for immigrant and refugee families and to bring more resources to schools. Some of these resources and partnerships include mentoring or tutoring services, extracurricular activities, parent programs, and summer camps. The Welcome Center also serves as a point of contact, resource center and a common space for the immigrant and refugee communities of Aurora.

See more at: http://aurorak12.org/2015/04/08/welcome-center-open-house/#sthash.qkDnBuLl.dpuf

ENGLISH LANGUAGE ACQUISITION PARENT ADVISORY COMMITTEE (EPAC)

In a collaborative effort to increase communication between parents and all staff involved with students, APS has set up an ELA Parent Advisory Committee (EPAC). The EPAC meets quarterly to communicate with parents, schools and district personnel. Outlined below is some brief information about the committee. To learn more about this work, contact the district parent coordinator.

GOAL:
Increase communication and understanding among parents, teachers and administrators in order to accelerate student academic achievement for English Language Learners.

WHO SHOULD ATTEND
Parents of English Language Learners and other interested parents, ELA Teachers, Family Liaisons, interested administrators and other staff members are all welcome to attend the EPAC.

COMPONENTS

- Enhance parents’ leadership skills so that that parents can better support students at home and advocate for other parents and students at their school, district and in their community
- The EPAC meets quarterly, with meeting dates posted and publicized in English and Spanish at the beginning of the school year
- An EPAC team consisting of the Director of English Language Acquisition, the Parent Coordinator and other district and school personnel plan and organize informational meetings with agendas
- Each school identifies two to three parent leaders who are encouraged to attend the quarterly meetings throughout the school year
- The EPAC consistently provides childcare as well as interpretation in English, Spanish and other languages as requested
- Topics for discussion are guided by parent input and staff support
IMMIGRANT, REFUGEE, MIGRANT

Students in Aurora Public Schools come from a wide variety of countries, family backgrounds, and social situations. APS students represent 132 countries and 133 different languages. Their presence in the district provides all students with a window on the world and opportunities to become more aware of global issues.

It is important to understand the similarities and differences between migrants, immigrants, and refugees generally, and, more importantly, a specific child’s background. Understanding these aspects helps teachers, schools and the district as a whole provide the most appropriate and effective support for an individual student. The information below is adapted from the United Nations High Commissioner of Refugees document (1993).

IMMIGRANTS AND IMMIGRANT STUDENTS

Immigrants are individuals who leave their country to settle in another. They relocate on their own volition for the promise of better economic conditions, education or family reasons. They are able to return to their country of origin if they wish.

Immigrant students are children 3 to 21 years of age who were not born in an American state; and have not been attending one or more schools in one or more American states for more than 3 full academic years.

REFUGEES AND REFUGEE STUDENTS

Refugees are defined as people who move out of their country due to restriction or danger to their lives. Refugees are unable to return to their country of origin due to persecution or fear of persecution on account of race, religion, nationality, membership in a particular social group, or political views. Refugees move out of fear or necessity to due persecution, natural disaster or other factors.

MIGRANT WORKERS AND MIGRANT STUDENTS

The term migrant refers to individuals who travel between countries (or states) for work related activities. Migrant students are students whose families have moved within the preceding 36 months in order to obtain temporary or seasonal employment in a qualifying agricultural activity; and have moved from one school district to another.

It is important to note that not all migrant, immigrant, and refugee students are English Language Learners. As in any situation, getting to know each student individually is of primary importance.

IMMIGRANT INTEGRATION

One of the greatest challenges for immigrant students is adapting to a new culture, which often includes a different set of mores, values and lifestyle. Therefore, it is imperative for APS employees to recognize avenues for facilitating a productive transition experience for immigrant students. Immigrant integration is a dynamic, two-way process in which newcomers and the
receiving community work together to build secure, vibrant, and cohesive communities.

The goal is to bring recent immigrants and school personnel together in all aspects of community and education, regardless of language and culture. Immigrant integration funds are available to schools that have more than 25 immigrant/refugee students. These schools have access to Title III Parent Involvement Immigrant funds to help immigrants and refugees transition more easily into their new schools. An Immigrant Integration Educator Resource Guide is available on the CDE website. (http://www.coloradotrust.org/attachments/0000/3154/IIERG_final.2-08.optimized.pdf)

Such funds can be used to provide welcoming services and cultural events where parents and families can tour the school to become familiar with the building, meet the teachers and other school personnel and ask questions and/or clarify concerns.

IMMIGRANT EDUCATION AND SUPPORT

The federal Migrant Education Program (MEP) is authorized by Title 1-Part C of the Elementary and Secondary Education Act. Title 1-Part C provides formula grants to State Educational Agencies to establish or improve education programs for migrant children. Through MEP, Aurora Public Schools utilizes these grants to provide additional educational opportunities for migrant children in order for them to:

- Succeed in the general educational K-12 program,
- Meet the challenging state academic content and student academic achievement standards, which is expected of all students, and
- Graduate from high school

Education opportunities may include after school tutoring, health services, parent workshops and home visits, and distribution of school supplies.

COMMUNITY RESOURCES

To access and explore resources available for immigrant, refugee and migrant students, please visit the links below.

- Aurora – Community Resources
  http://www.aps.k12.co.us/family/docs/ccn_community_resources.pdf
- Resource Guide for Immigrant and Refugees
  http://www.globaldenver.org/docs/resource_guide_for_immigrants.pdf
- Migrant Education
  http://migrant-education.aurorak12.org/

TRANSLATION AND INTERPRETATION SERVICES

APS offers translation and interpretation services through a variety of means to staff, students, and families in order to increase communication and collaboration. Persons with limited English skills may contact an administrator to arrange for free interpreter services.
or translation services for help in communicating with staff members at this school or building.

GUIDELINES WHEN REQUESTING AN APS INTERPRETER OR EQUIPMENT

Staff and families should find it easy and beneficial to request translating and interpretation service as needed. The following information outlines guidelines and considerations for requesting an APS interpreter or interpretation equipment.

REQUESTING AN INTERPRETER:

Translation Services can be requested through: English Language Acquisition: Interpretation Agencies  
http:// ela. aurorak12. org/ translators/ agencies/

- Every school/site should contact the APS Interpreter directly for interpreting assignments through the school secretary
- To request an interpreter search the ELA Website: Translation Services
- For Spanish speaking interpreters, click District Approved Translators
- For other languages, go to Interpretation Agencies
- The school will provide all the information required, to the APS Interpreter at the time of contracting their services
- APS Interpreters will be contracted for a minimum of an hour. For example, if an event is scheduled for one hour, but it ends in 15 minutes, APS Interpreters will still receive payment for the full contracted time (and could be asked to make phone calls or others interpreting needs for that time period)
- Interpreting services that go over the requested service time will be documented and reported in 15 minute increments
- For cancellations, the school/site must contact the APS Interpreter the morning before the scheduled interpreting service. If a cancellation notice is not provided by noon the previous day, the school/site will need to pay the APS Interpreter for the requested time even if the meeting is cancelled
- Feedback: For evaluation purposes, feedback is expected for every assignment. The ELA Feedback Form may be downloaded from the ELA website under the Translators Tab
- All Feedback forms must (should) be sent the same day of the assignment or AS SOON AS POSSIBLE. Send this by Fax: 303-326-1966, attention Eldette Bustillos or by Inter-School Mail as a copy to Eldette Bustillos at ESC-2

REQUESTING INTERPRETATION EQUIPMENT

To request interpretation equipment, go to the ELA website: English Language Acquisition: Request Interpretation Equipment. Please fill out and submit the request online to the ELA Department. Allow at least two weeks for completion of the request. Individuals requesting the equipment will be held responsible for pick up, care and return of the equipment to Eldette Bustillos, in the ELA Department, ESC 2, 15751 E. 1st Ave.
CONTENTS

- A: ELD lesson observation tool
- B: CM in the Classroom Tool
- C: Sample lesson plan template
- D: Tier 1 Look – fors
- E: Suggested Resources
- F: Appropriate use of native language support
- G: Alternative Language Program Framework
- H: RTI checklist
- I: Cultural and environmental influences interview (Special education and ELA)
- J: Action plan exemplar and template
- K: ELA Teacher leader
- L: ELA consultant continuums
- M: Legal References
- N: Glossary of Terms
- O: Bibliography/Resources
# Appendix A: Systematic ELD Lesson Observation Tool

## Lesson Observation/Self Reflection

<table>
<thead>
<tr>
<th>Time in Lesson</th>
<th>Teacher</th>
<th>Students</th>
<th>Environment / Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Open the Lesson (1 - 7 minutes)</strong></td>
<td></td>
<td>Engaged / actively listening</td>
<td></td>
</tr>
<tr>
<td>Clearly states objective that includes language function and forms or patterns.</td>
<td>Participate in activities</td>
<td>Engaged objective is appropriate to proficiency level.</td>
<td></td>
</tr>
<tr>
<td>Brings in literature, song, role-play, etc. OR Links to prior lesson or other prior knowledge.</td>
<td></td>
<td>Age-appropriate, culturally diverse visuals / text</td>
<td></td>
</tr>
<tr>
<td><strong>Model &amp; Practice - I Do / We Do</strong></td>
<td></td>
<td><strong>Language Practice</strong> (note all that apply):</td>
<td><strong>Visuals</strong> (note all that apply):</td>
</tr>
<tr>
<td>Language patterns (model) and vocabulary (brick) support objective.</td>
<td>Whole group (Ex: Choral Response, song, etc.)</td>
<td>Topic/vocabulary (bricks):</td>
<td></td>
</tr>
<tr>
<td>Clearly instructs use of target language.</td>
<td>Small Group (Ex: Talking Stick, Role Play, etc.)</td>
<td>Graphic organizer:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Partners (Ex: Think-Pair-Share, Give 1, Get 1, Appointments, etc.)</td>
<td>Word bank, Picture / Word Cards, poster:</td>
<td></td>
</tr>
<tr>
<td><strong>Practice the Language - You Do</strong></td>
<td></td>
<td>Respond in complete sentence(s)</td>
<td>Language patterns (model):</td>
</tr>
<tr>
<td>Clearly and succinctly explains task</td>
<td>Successfully practice language stated in objective</td>
<td>Sentence frames, Sentence Construction chart:</td>
<td></td>
</tr>
<tr>
<td>Monitors students in student practice</td>
<td>Language use stretches beyond current ability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides specific instructional feedback (immediate, respectful, and related to task)</td>
<td>Self-assess (reflect on process or learning) via Partner Share, Language Log, Ticket out the Door, etc.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Close the Lesson</strong></th>
<th><strong>Comments</strong></th>
<th><strong>Written Application:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviews objective, makes connections to real-life and/or content applications for target language</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Lesson Observation: Self reflection (Code all that apply: 1 = Some evidence; 2 = Evidence; 3 = Extensive)
- Walk through (Note in and out times. Check or tally observed items)

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## APPENDIX B: CM IN THE CLASSROOM TOOL

### CM in the Classroom

#### Classroom Information

- **Teacher:**
- **Grade/Subject:**
- **Date:**

#### Stage of Lesson

<table>
<thead>
<tr>
<th>I Do</th>
<th>Explanation</th>
<th>Modeling</th>
<th>We Do</th>
<th>Guided Practice</th>
<th>You Do</th>
<th>Collaborative Groups</th>
<th>Independent Practice</th>
</tr>
</thead>
</table>

#### Transparency of Purpose and Expectations

- Learning goals are clearly stated and posted
- Students know the focus of learning; do not appear confused
- Routines established; students know what to do
- Students are on task
- Text is narrowed to that which is essential to learning goal

#### What I see and hear:

#### Teaching the Content

- Explains, models, demonstrates
  - Makes connections to previous learning or real life examples
  - Provides background information
  - Introduces key content vocabulary/preview text
  - Provides multiple examples
  - Deconstructs models
  - Uses Think Alouds: Reads, writes, and solves aloud

- Uses graphic organizers purposefully
  - Graphic organizer matches cognitive task
  - Includes content & functional vocabulary

- Prompts, cues, and clarifies
  - Rescues student questions and responses
  - Asks a variety of questions

#### What I see and hear:

#### Teaching the Language

- Oral and written models provided
  - Sentence frames and starters posted
  - Writing templates available

- Language instruction is aligned to outcome
  - Analysis of model outcome for language
  - List of required language for outcomes

- Students practice target language: orally & in writing

#### What I see and hear:

#### Student Engagement

- Productive small & whole group discussions
  - Structured language routines are established

- Checks for understanding
  - Allows wait time; polls students
  - Uses exit cards / white boards
  - Ensures equitable student participation

- Students are reading and writing
  - Note-taking and interactive reading
  - Prompt/topic for writing posted

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Updated 3/11/13

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## APPENDIX C: ELD LESSON PLAN TEMPLATE

### Function(s): Objectives

<table>
<thead>
<tr>
<th>Day One</th>
<th>Day Two</th>
<th>Day Three</th>
<th>Day Four</th>
<th>Day Five</th>
</tr>
</thead>
</table>
| Students will be able to use ___ (topic vocabulary or pattern) ___ in order to ___ (do what?) ___.

### Instructional Materials: Language to Teach

<table>
<thead>
<tr>
<th>Grammatical Forms to help determine the “mortar” patterns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patterns for Prompts</td>
</tr>
<tr>
<td>Patterns for Responses</td>
</tr>
</tbody>
</table>

| Topic Specific Vocabulary “Bricks” (1.26-1.28) |

### Instructional Sequence

| Opening: Bring to Life & State Objective 3 - 6 minutes |
| I Do Instructional & Practice Routines 5 - 7 minutes |
| I/We Do Instructional & Practice Routines Routines 8 - 12 minutes |
| You Do Structured Independent Practice 10 - 15 minutes |
| Wrap-Up & Reflection 3 - 5 minutes |

---

Updated 3/11/13
### APPENDIX C: ELD LESSON PLAN TEMPLATE

**Directions:** List target grammatical form(s) below. As you monitor target language practice, note whether student is:

- **Unable to produce language = 0**
- **Able to produce language using scaffolds = —**
- **Able to produce language independently**

**Teacher:**

<table>
<thead>
<tr>
<th>Language Function:</th>
<th>ELD Level(s):</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Notes</th>
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<tbody>
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</tbody>
</table>

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*Updated 3/11/13*
APPENDIX D: COMMIN'S TIER 1 LOOK FORS

TIER 1 - INSTRUCTION FOR ALL STUDENTS in LINGUISTICALLY DIVERSE SCHOOLS

STUDENT BEHAVIORS - Students are

- Actively involved in hands-on activities
- Talking often and interacting with peers - Turn to your Partner, Think Pair Share, Small groups
- Participating in cooperative learning tasks that actively involve authentic communication between students of varying language proficiencies
- Using graphic organizers to take notes and record information
- Accessing information from a variety of sources not just a single textbook
- Able to show or explain how what they are doing relates to the big ideas of instruction
- Showing understanding of the concepts through demonstration, speech, drawing, and the written word
- Using media and technology to support their learning
- Able to use their native language to make sense of the instruction

TEACHER BEHAVIORS - Teachers are

- Using a variety of strategies and modalities to teach, focusing on the big ideas of instruction
- Assigning peers, mentors, and buddies to allow for maximum student participation.
- Grouping and regrouping students across the day or class period.
- Using pictures, models, graphs, diagrams, charts, graphic organizers, etc. to organize information and to elicit student talk.
- Talking about what is on the walls and showing students how to make use of the information
- Elitizing students’ background knowledge about the topic.
- Helping students connect what they know in one language to their learning in the other.
- Giving second language learners time to work on aspects of academic language both orally and in writing
- Valuing students’ ability to use two languages.
- Placing more emphasis on students’ understanding of the big ideas from content area instruction and less on how they express that knowledge.
- Modeling language for students and allowing them to practice expressing academic concepts in English.
APPENDIX D: COMMINS' TIER 1 LOOK FORS

TIER 1 - INSTRUCTION FOR ALL STUDENTS in LINGUISTICALLY DIVERSE SCHOOLS

ASSESSMENT:
- There is a system in place to document students' developing proficiency in listening, speaking, reading, writing, and understanding of content.
- Different assessments are used to measure language proficiency and academic knowledge.
- Assessments allow students to demonstrate their understanding of the content through a variety of modalities beyond paper and pencil tests.
- Rubrics are posted with examples of students' work.
- Teachers observe students interacting informally across different settings and in both languages, if possible.

PHYSICAL ENVIRONMENT:
- It is apparent what students are learning from what's on the walls and student work is evident.
- Questions and statements are used to label the room and the work displayed and to invite interaction.
- Content and Language Objectives are posted.
- The entire classroom is a resource for students in their independent work.
- Materials that acknowledge students' cultures are visible on the walls and in the reading materials.
- Visual images, gestures, and realia are visibly connected to the big ideas in all content areas.
- Materials are available on every topic at a range of reading levels and complexity.
- Language Experience texts have been developed with input from the learners regarding content.
- There are obvious connections between the big ideas from the content areas and what students are reading and writing.
- Parents and community members are in the room or it is evident that they are welcome there.
- Materials are available in students' first language -- even in all English programs.
APPENDIX D: COMMINS’ TIER 1 LOOK FORS

TIER 1 - INSTRUCTION FOR ALL STUDENTS in LINGUISTICALLY DIVERSE SCHOOLS

PLANNING FOR INSTRUCTION – TEACHERS:

- Use a standards-based approach that focuses on what students should know and what they should be able to do with the information as a result of instruction.
- Collaborate across settings to review common assessments and set goals for students.
- Work in grade level or departmental teams to plan.
- Discuss how to connect big ideas and themes from the content areas to what students read and write during other parts of their day.
- Have identified all the second language learners in their classrooms and are familiar with their differing stages of language proficiency.
- Identify which features of language, i.e., grammar, function, and vocabulary will require additional instruction.
- Plan together for how to group and regroup students across the school day along different dimensions – language proficiency, literacy level, interests and areas of expertise.
- Coordinate their schedule with other grade level or department teachers so that it is possible to group students across classrooms for specialized opportunities.
- Identify multiple avenues for students to learn about, interact with and display their knowledge about the topics of instruction.
- Identify common visual images to use across contexts to purposely interconnect what students are learning across their day in any language.
- Communicate regularly with family members and encourage them to interact and communicate with their children in their strongest language (usually not English).
APPENDIX E: SUGGESTED RESOURCES

SUGGESTED RESOURCES RELATED TO ENGLISH LANGUAGE LEARNERS


## Basic Premises

- Development of the first language lays a foundation for the learning of a second language.
- Use of the first language provides access to schema, allows for clarification, and supports a comfortable affective learning environment.
- In conjunction with thoughtful and deliberate planning, students can be grouped homogeneously based on native language to facilitate effective instruction.

### Use of Students' Native Language by Teachers:

- To decrease affective filter and help students feel comfortable
- Concept reinforcement - bridge background knowledge to English content instruction; allow for the use of higher order thinking skills in the native language
- Develop schema
- 1:1 situations to check for understanding - NOT simultaneous translation
- To facilitate parent communication
- To encourage and support development of the native language in the home
- To establish routines and rules for newcomers

### Use Native Language of Students' by Educational Assistants:

- Make connections between students' background knowledge and English content instruction
- Preview-review lessons (These have been previously planned by teacher)
- Establish routines and rules for newcomers

### Native Language Use by Students:

- Self-talk
  - Supports meta-cognitive growth in native language while student learns English
  - Elicits better thinking and MORE English
  - Values the student as a thinker while valuing the native language
- Helps eliminate resentment of English by making a place for the native language
- Think-Pair-Share, or small group work to clarify or develop particular concepts
- Discuss topics/concepts to be covered in school with family at home
- Make connections to native language cognates

## Encouraging Continued Development of the Native Language Outside of the Classroom

### By Parents:

- Read to and with children
- Discuss family activities together
- Develop thinking skills by questioning
- Discuss topics/concepts to be covered in school

### Native Language Materials:

- Supplemental to English instructional materials - NOT in place of
- For use in conjunction with concept reinforcement instruction
- For use at home to develop/continue literacy skills and to develop content concepts covered in school

---

Adapted from BVSD ESL Department document created by M. Campos
Aurora Public Schools Alternative Language Program Framework

Tier 1 Instruction for English Language Learners

“Content instruction differentiated for language development all day, every day.”

Purpose: To provide access to rigorous grade level content concepts using:
- Explicit language instruction
- Sheltering techniques
- Content assessments differentiated by language development level
- Students’ native language when appropriate

English Language Development (ELD) • Specific time allotted daily at each level for ALL ELLs

Purpose: To teach students the language necessary to become proficient in English, by moving from one language proficiency level to the next:
- Grouped by like language levels
- Focused on functions, grammatical structures, vocabulary, and application/fluency

- Follows scope and sequence of language skills
- Taught by an endorsed or certificated teacher
- Minimum of 40 minutes a day

Common Components of a Culturally Responsive Classroom:
- Structured student interaction through listening, speaking, reading & writing
- Use of English Language Proficiency Standards (CELP)
- Interactive, graphic and sensory supports
- Language objectives
- Literacy connections
- Consistent rigorous instruction
- Explicit instruction of academic language
- Standards based teaching and learning
- Ongoing assessment of language development
- Lessons grounded in socio-cultural contexts

“This instruction must be provided within an inclusive culturally responsive learning environment which builds upon the value of the language, culture, and experiences of each student.” ~Susana Dutro

Updated 3/11/13
**Instructional Support Team (IST)/Response to Intervention (RtI) Checklist for identified ELL**

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
<th>Completed By</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Teacher/ELA TL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BACKGROUND</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This information needs to be presented at the first IST meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Home language survey reviewed (student file and/or Infinite Campus)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Home language survey indicates a language other than English at the time student is brought to the Instructional Support Team.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. If home language is not English: most recent ACCESS (listening, speaking, reading, writing) administered. For Grade 1 and under – listening and speaking only.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>IST TEAM</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RTI Process</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Vision/Hearing screenings conducted</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Trained interpreter used during the IST meetings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Cultural and Environmental Influences Interview completed by the General Education teacher with support from the ELA Teacher. An interpreter needs to be used when the home language is something other than English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The Instructional Support team includes the ELA teacher or LDE certified or endorsed teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Language proficiency scores collected and analyzed over time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Proficiency in home language determined. This information could be gathered from the Cultural and Environmental Interview. It could also come from conversations with students in their native language, writing samples, and readings from a</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Appendix H: RTI Checklist for Identified ELL

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>text in the native language.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Documentation of curricular interventions and progress reviewed. Notes from IST meetings and Enrich data.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Evidence of review of attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Review of student’s English language development progress compared to like peers. Is adequate progress being made?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Work samples reviewed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Analysis of formative data over time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Documentation of at least 2 six week interventions (identify service provider)</td>
<td></td>
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</tr>
</tbody>
</table>

**IF STUDENT IS MAKING ADEQUATE PROGRESS CONTINUE WITH RTI AND DO NOT PROCEED TO SPECIAL EDUCATION REFERRAL**

<table>
<thead>
<tr>
<th>IST Team/Special Educator</th>
<th>REFERRAL/EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Student’s dominant language determined prior to formal assessment (as needed, completed by bilingual team)</td>
<td></td>
</tr>
<tr>
<td>17. Written observations in a variety of settings</td>
<td></td>
</tr>
<tr>
<td>18. Documentation that assessment data has been collected</td>
<td></td>
</tr>
<tr>
<td>19. Evaluator(s) qualified in the student’s culture and language</td>
<td></td>
</tr>
<tr>
<td>20. Educational assessments reflect student’s language of instruction</td>
<td></td>
</tr>
<tr>
<td>21. Speech/language assessments reflect student’s competency in his/her home language</td>
<td></td>
</tr>
<tr>
<td>22. Psychologist is qualified to assess second language acquisition</td>
<td></td>
</tr>
<tr>
<td>23. Psychological/cognitive testing in dominant language, interpreted by qualified staff, given to eliminate potential influence of language</td>
<td></td>
</tr>
<tr>
<td>24. Statement regarding effects of culture or language on testing (validity &amp; reliability)</td>
<td></td>
</tr>
<tr>
<td>25. Names of assessments used are listed</td>
<td></td>
</tr>
<tr>
<td>26. Were diagnostic instruments or procedures altered? If so, effect on validity and reliability noted.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>27.</td>
<td>Forms are explained to parents in preferred language</td>
</tr>
<tr>
<td>28.</td>
<td>Parent signatures on all documents</td>
</tr>
<tr>
<td>29.</td>
<td>Procedural safeguards are explained in a language understood by parents</td>
</tr>
<tr>
<td>30.</td>
<td>Documentation of use of interpreter for testing</td>
</tr>
<tr>
<td>31.</td>
<td>Documentation of interpreter at the IEP meeting</td>
</tr>
<tr>
<td>32.</td>
<td>There is evidence that the student was tested or evaluated only in the language(s) in which the student is proficient (if feasible).</td>
</tr>
<tr>
<td>33.</td>
<td>The evaluator was qualified to administer special education tests in the language required. [Name of evaluator conducting initial evaluation].</td>
</tr>
<tr>
<td>34.</td>
<td>ELA teacher is present at IEP meeting, or someone Linguistically Diverse certificated or endorsed. Team will consider how culture impacts the student.</td>
</tr>
<tr>
<td>35.</td>
<td>Students who are identified for special education need to participate in both ALP (Alternative Language Program) instruction and special education and related aids and services, unless the IEP team determines it is inappropriate due to the nature of the disability.</td>
</tr>
</tbody>
</table>

**Next Steps:**

*Note -- If corrective action is needed, the IEP team will need to reconvene and consider appropriate steps, including deciding whether a re-evaluation is appropriate.*

**Reference Guide for the IST/RTI Checklist for Identified ELL**

**Background**

1. Home language survey reviewed and is in student’s cumulative file. Responsibility: General Education Teacher/ELA TL. Timeline: Tier 1. Explanation: The home language survey should be completed and present in the student’s cumulative file.

2. Home language survey indicates a language other than English at the time student is brought to the Instructional support team. Responsibility: General Education Teacher/ELA TL. When: Tier 1. Explanation: Home language survey indicates student’s *first language* is a language other than English.

3. If home language is not English: ACCESS or similar test (comprehension, speaking, reading, writing) present in student’s cum. For Grade 1 and under – listening and speaking only. Responsibility: General Education Teacher /ELA TL (Can be found in ICAM). When: Tier 1. Explanation: English proficiency assessment must be completed for all ELLs.

**RtI Process**

4. Vision/Hearing screenings conducted. Responsibility: General Ed. Teacher (find from school nurse or IC). When: Tier 2-3. Explanation: Screening can be conducted by the school nurse if it hasn’t already. The school nurse may also have the results of the students vision/hearing screening if Infinite Campus doesn’t.

5. Trained Interpreter (for parent and student if necessary) used during the IST meetings. The address to access information about translation services through the ELA Departments website is: [http://ela.aurorak12.org/translations/agencies/](http://ela.aurorak12.org/translations/agencies/). Explanation: Certified interpreter used at any step in the data collection/assessment process if necessary and may apply to student or parent.
APPENDIX H: RTI CHECKLIST FOR IDENTIFIED ELL

6. Cultural and Environmental Influences Interview completed by the General Education teacher with support from the ELA Teacher. Responsibility: Classroom teacher along with the ELA Teacher Leader. When: Tier 1. Explanation: Interview found on APS website administered to parent with certified interpreter assistance if necessary.

7. Instructional Support Team includes the ELA teacher leader or a Linguistically Diverse certificated or endorsed individual. Responsibility: Must be a certified or endorsed teacher. When: Tier 2-3. Explanation: A culturally competent individual with a Linguistically Diverse Certification or Endorsement must be present at any meetings pertaining to an English language learner.

8. Language proficiency scores collected and analyzed over time and is evaluated to determine if progress is being made over time. When: Tier 1 Explanation: Most likely ACCESS results over time found in IC or ICAM, as well as the cumulative folder.

9. Proficiency in home language determined. Responsibility: IST case manager (information gained through anecdotal parent interviews). When: Tier 1-1A. Explanation: This information could be gathered from the Cultural and Environmental Interview. It could also come from conversations with students in their native language, writing samples, and readings from a text in the native language.


12. Review of student’s English language development compared to other same-age/grade EL’s. Responsibility: ELA/ELD teacher. When: Tier 2-3. Explanation: Review history of ACCESS and CELA scores in ICAM or IC; review academic progress in ELD block compared to other ELD students. Is adequate progress being made?

13. Work samples reviewed. Responsibility: General Ed. Teacher. When: Tier 1A. Explanation: Work samples collected by General Ed. Teacher pertaining to student’s area(s) of need.

14. Analysis of formative data over time. Responsibility: IST team. When: Tier 2-3. Explanation: Data has been collected and analyzed over time. Documentation of adjustments to instruction, have been made based on the data analysis.

15. Documentation of at least 2 six week interventions (identify service provider). Documentation and analysis of 2 interventions in addition to tier 1 instruction in Enrich including provision of alternative language services (identify service provider). Responsibility: IST team. When: Tier 2-3. Explanation: Documentation of specific IST interventions. This could include an additional language instruction, reading group, or individual conferences. It could also include small group instruction to review/re-teach whole group concepts in math, science, social studies or literacy.

Final Note: All information is to be integrated into a decision about whether student should remain in the RtI process, be exited from the RtI process or be referred for a special education evaluation.

Referral/Evaluation Process

16. Student’s dominant language determined prior to formal assessment. Proficiency in English: evidence exists in the record that current, objective, language proficiency results were available PRIOR to testing, evaluation, and placement into special education (specify). Responsibility: Bilingual Team (as needed).

17. Written observations in a variety of settings. Responsibility—special education teacher, psychologist, social worker. Explanation—student should be observed across settings (playground, academic setting, lunch) by qualified staff member.

18. Documentation that assessment data has been collected. Responsibility—case manager. Explanation—the case manager must ensure that all test scores and reports are in Clarity.

19. Evaluator qualified in the student’s culture and language. Responsibility—Bilingual school psychologist, bilingual speech language pathologist, or translator. Explanation—the administrator of the assessments used to determine special education qualification should be fluent in the child’s primary language and knowledgeable about the child’s native culture. If a bilingual school psychologist or SLP (Speech and Language Pathologist) is not available or is not fluent in the child’s primary language, an interpreter should be used during the assessment. The first recourse should be using a bilingual professional when possible. The second recourse should be utilizing an interpreter.

20. Educational assessments reflect student’s instructional language. Responsibility—Case manager, special education teacher. Explanation—If the child has been taught in a language other than English for more than 3 years within the past five years of their educational career, educational assessments should be administered in
that language either by using a bilingual professional (school psychologist, special education teacher) or an interpreter.

21. **Speech language assessments reflect student’s competency in his/her home language.** Responsibility—Bilingual SLP (1st option) or Home SLP with interpreter (2nd option). Explanation—See #19.

22. **Psychologist is qualified to assess second language acquisition.** Responsibility—Bilingual school psychologist or home school psychologist with interpreter. Explanation—If after a review of the history of ACCESS scores and academic comparisons with other same-age/grade English Language learning peers questions still exist about language dominance or second language acquisition problems, a bilingual school psychologist who is fluent in the child’s first language or the home school psychologist with an interpreter who is fluent in the child’s first language should administer a measure of language dominance.

23. **Psychological/cognitive testing in dominant language, interpreted by qualified staff, given to eliminate potential influence of language.** Responsibility: Bilingual school psychologist (1st recourse) or home school psychologist with interpreter (2nd recourse).

24. **Statement regarding effects of culture or language on testing.** Responsibility—If a bilingual professional (SLP or Sch. Psych.) was utilized, he/she will address this in the report. If an interpreter was used, the home school SLP or psychologist must include this information in the report. If a bilingual professional was not used, the case manager, home SLP, or home school psychologist should indicate in the report why a bilingual professional was not used (e.g., a phone call or meeting with the parent indicated that the primary language at home is English). The report also must include a statement regarding normative population, and how the data can be interpreted based on population used to norm.

25. **Name of assessments used is listed.** Responsibility—Evaluator; Case Manager should double check. Explanation—the report, the name and date of the assessment must be recorded.

26. **Were modifications made to standardized procedures of assessment? If so, note effect on validity of results.** Responsibility—Evaluator. Explanation—Any and all modifications and accommodations made to standardized procedures and their effects on the validity of results should be noted in the report.

27. **Forms explained to parents in preferred language.** Responsibility—Case manager. Explanation—whenever possible, forms should be printed and given to parents in their native language. An interpreter should be used to orally explain what the parents are receiving.

28. **Parent signatures on all documents.** Responsibility—Case manager.

29. **Procedural safeguards in language understood by parents.** See #27.

30. **Documentation of the use of interpreter for testing.** Responsibility—Home school psychologist or home SLP. Explanation—If a bilingual school psychologist or bilingual speech language pathologist was not available or not fluent in the student’s primary language, documentation of the use of an interpreter should be noted in the student’s report.

31. **Documentation of interpreter at the IEP meeting.** Responsibility—Case manager. Explanation—interpreter signs the IEP.

32. **Evidence that the student was tested or evaluated in the language(s) in which the student is proficient.** Responsibility—case manager, bilingual Sch. Psych, bilingual SLP, interpreter. Explanation—student should not be tested in English if the student is more proficient in a different language, i.e. student should not be tested in English if lack of English ability could potentially negatively affect test scores.

33. **The evaluator was qualified to administer special education tests in the language required.** Bilingual school psychologist or bilingual SLP. Explanation—List name of evaluator.

34. **ELA teacher present at IEP meeting or someone LDE certified or endorsed.** Responsibility—Case manager. Team will consider the impact of the student’s culture.

35. **Students who are identified for special education need to participate in both ALP (Alternative Language Program) instruction and special education and related aids and services unless the IEP team determines it is inappropriate due to the nature of the disability.** Responsibility—IEP team. Explanation—The student may not be pulled for special education services from ELD/ELA class.

***In special circumstances the team may decide a student’s needs are so significant that the child would clearly receive more benefit from self-contained class, such as Life Skills, than from an ELD block. These special circumstances should be determined on a case by case basis.
APPENDIX I: RtI CULTURAL AND ENVIRONMENAL INFLUENCES INTERVIEW

CULTURAL AND ENVIRONMENTAL INFLUENCES INTERVIEW

WHY SHOULD THE SCHOOL CONDUCT AN INTERVIEW?
In addition to general cultural information, it is very important to identify the educational experiences the student has had. The following questions can be useful in finding out about the direct cultural and environmental experiences of the student, so that appropriate educational programs can be planned. In order to better meet building needs, the questions can be customized.

WHAT INFORMATION DOES THE INTERVIEW GIVE THE SCHOOL?
There are six areas reviewed with the student’s family to provide the Instructional Support Team with more information about a student. The six areas are: General Family History, Communication, Education, Work and Play, Health and Discipline.

The information gained from the interview is applicable for English language learners as well as those who appear to have had limited educational experiences and/or opportunities.

WHO SHOULD CONDUCT THE INTERVIEW?
Family interviews should be conducted by appropriate personnel and in the native language of the family when necessary. As in all matters dealing with personal information, confidentiality must be maintained.

The Referring Teacher is responsible for the completion of the interview and may request assistance from an ELA Teacher Leader.

WHEN SHOULD THE INTERVIEW BE CONDUCTED?
Unlike the Home Language Survey (HLS), the interview should not be done at registration. It is best to conduct the interview after the student has been in school for some time and concerns arise about the student’s performance.

The interview should be completed prior to the initial Instructional Support Team meeting.

CONSIDERATIONS
Some parents may be reluctant to answer some or all of these questions; therefore, a thorough explanation of the purpose of the interview is necessary. Questions about the family’s immigration experiences need to be approached with sensitivity and confidentiality.

While this interview was designed for gathering information about English Learners, portions of it could be used to gain information on Native English speakers entering in the RtI process.
### Appendix I: RTI Cultural and Environmental Influences Interview

**Child's Name**

**Interview Date**

**Person(s) Interviewed**

**General Family History**

- How long has your family been in the United States?
- How long has your family been in this community?
- Where was your child born?
- Who lives in the home?
- How frequently do you visit your home country? What time of year does this usually occur?

**Communication**

- What language(s) is spoken in the home?
- What language(s) do you speak to your child?
- What language(s) does your child speak with brothers/sisters and friends?
- Does your child switch between languages when speaking at home?
- Which family members read and write in your family's language? In English?
- How does your child's first language skills compare to others in the family?
- Who takes care of your child after school? What language(s) do they speak with your child?
- How do you encourage use of your family's language at home?

**Health**

- Has your child's health and development been different from your other children?
- Does your child have any medically-related conditions requiring hospitalization? If yes, what are they?
- Has your child ever been involved in a serious accident or been hospitalized for any length of time? If yes, why?
- Does your child have any hearing and/or vision problems?

**Discipline**

- What expectations/rules do you have in your home?
- What happens when children don’t follow the rules/meet expectations?
- Who is responsible for discipline in your family?
# APPENDIX I: RTI CULTURAL AND ENVIRONMENTAL INFLUENCES INTERVIEW

## APS ELA PLAN

### CHILD’S NAME

<table>
<thead>
<tr>
<th>EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ What is your (parent/guardian's) highest level of education?</td>
</tr>
<tr>
<td>❑ What was the last grade your child attended before coming to the U.S.?</td>
</tr>
<tr>
<td>❑ How many different schools has your child attended?</td>
</tr>
<tr>
<td>❑ Have there been gaps in your child's school attendance?</td>
</tr>
<tr>
<td>❑ Has your child ever been held back in school?</td>
</tr>
<tr>
<td>When?</td>
</tr>
<tr>
<td>❑ Has your child missed more than 10 days of school in a row? When?</td>
</tr>
<tr>
<td>❑ Do you read regularly with your child?  In English or family language?</td>
</tr>
<tr>
<td>❑ How do you or other family members assist with your child’s homework?</td>
</tr>
<tr>
<td>❑ If your child attended school previously, please describe what that looked like, such as class routine, subjects, hours, and type of instruction.</td>
</tr>
<tr>
<td>❑ Was it appropriate for your child to ask questions or volunteer information?</td>
</tr>
<tr>
<td>❑ How old are children when they are expected to begin school in your home country?</td>
</tr>
<tr>
<td>❑ Do you find it easier to communicate with people at school in English or another language?</td>
</tr>
</tbody>
</table>

### WORK AND PLAY

| ❑ What television programs are watched in your home and in what language(s)? |
| ❑ How much time does your child spend watching TV or playing video games per day? |
| ❑ What responsibilities/chores does your child have after school?  (Optional) |
| ❑ What activity(ies) is your child involved in outside of school? |
| ❑ Who does your child play with at home? |
| ❑ Does your child work outside the home?  If yes, what type of work?  (Optional) |
**APPENDIX J: ACTION PLAN EXEMPLAR AND TEMPLATE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Based on my current data, what is my question around student learning? (include a specific group of students)</th>
<th>What am I trying?</th>
<th>What support do I need?</th>
<th>What data will we collect to show evidence of student learning?</th>
<th>Post dialogue/ reflection/commitments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Based on looking at student draft books, I'm noticing that my intermediate students are not elaborating as they write their personal narratives.</td>
<td>I have tried having them orally rehearse their story before they write. I see some elaboration as they begin writing, but it is not consistent throughout their writing.</td>
<td>I need my coach to observe what I'm trying and help me gather data on what students say and what they write. Then I would like to co-plan a lesson based on our findings.</td>
<td>I will monitor Vinh and Diana. Can you listen to/ script Emanuel and Kayla? Then we can share our monitoring notes and compare them to what they have written in the draft book.</td>
<td>As we compared monitoring notes, it was clear that students couldn't remember the details from their oral rehearsal when they wrote in draft books. The script from their oral rehearsal had evidence of elaboration from the lesson but it also went on and on. I realized that I need to chunk the oral rehearsal so that students can practice elaborating in smaller pieces (ie just the beginning of the story), and then write them immediately.</td>
</tr>
<tr>
<td>Week 2</td>
<td>Based on the data highlighted above, I am still wondering about to help my intermediate students elaborate in their draft books.</td>
<td>Small group writing. Focused on chunking oral rehearsal to get students to elaborate in their draft books.</td>
<td>I need my coach model a small writing group (that we co-plan) that includes the connection between oral rehearsal and writing. In the meantime, I will also try 2 small groups with my focus students and record the results.</td>
<td>The same students will be in our small group. I’ll script Vinh and Diana as they orally rehearse and you can script Emanuel and Kayla again.</td>
<td>This section may remain blank until you have spent time reflecting in dialogue with your coach. New/deepened understandings and refined action are then summarized here.</td>
</tr>
</tbody>
</table>

Notice the structure: “Based on __, I’m noticing that ___.” This supports data driven inquiry.

Specific group of students is noted.

The focus may remain the same for multiple weeks. Often the question becomes more specific as a result of the work.

Notice the commitment to try on new learning before the next coaching session.

Notice that the specific approaches needed are stated along with specific information.

Update 3/11/13
**Appendix J: Action Plan Exemplar and Template**

<table>
<thead>
<tr>
<th>Date</th>
<th>Based on my current data, what is my question around student learning? (include a specific group of students)</th>
<th>What am I trying?</th>
<th>What support do I need?</th>
<th>What data will we collect to show evidence of student learning?</th>
<th>Post-dialogue reflection/commitments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Analyze data together</td>
<td>● Co-Plan/Co-Teach ● Observe coach ● Observe me teach ● visit another classroom</td>
<td></td>
</tr>
</tbody>
</table>
### ELA Teacher Leader Continuum

**Aurora Public Schools**

#### Demonstration Classroom

<table>
<thead>
<tr>
<th>Teaching-Learning Cycle</th>
<th>Implementation</th>
<th>Refinement</th>
<th>Sustained Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NEEDS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategic Entry GATEway Training Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CONTENT</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CELP, Speaking/Writing/Reading, CELP Performance Definitions, CELP Can Do Descriptors, Appropriate Use of LL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EVALUATION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NEEDS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyses summative and formative data to plan instruction to meet the language and content needs of students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses various tools for both content and language when evaluating assessments to determine student needs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CONTENT</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&amp; <strong>one resource in Assessment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses district resources/frameworks to plan appropriate learning experiences.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plans for all components of the learning block.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approximates strategies for ELLs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TEACHING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NEEDS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Differentiates or scaffolds for all students based on strengths and next steps.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approximates use of sheltering techniques, explicit language instruction within content, and CELP Can Do Descriptors and Supports.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inconsistently provides oral feedback.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assigns mentors and buddies for native language support.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CONTENT</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning Template, CELP Can Do Descriptors, CELP Standards, Support Materials</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- Revised 3/11/13
- Updated 3/11/13

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**Aurora Public Schools | English Language Acquisition**
When we organize our classrooms with the needs of English language learners in mind, every student benefits.

<table>
<thead>
<tr>
<th>Classroom Environment</th>
<th>Implementation</th>
<th>Refinement</th>
<th>Sustained Improvement</th>
</tr>
</thead>
</table>
| Organizes the learning environment | • Sets expectations for learners  
• Displays visual schedules, agendas, task boards, flow charts, and behavior charts for students  
• Posts content and language objectives in wording accessible to students  
• Creates supportive learning environment  
• Arranges classroom to support interactive structures  
• Allows space for a variety of learning styles and teaching approaches (frameworks)  
• Makes learning materials accessible  
• Provides resources that support student independence  
• Acknowledges students’ cultures visibly on the walls and in reading materials  
• Clearly organizes wall space  
• Provides purposeful classroom resources that change with the learning focus (e.g. word walls that have visual supports)  
• Establishes structures within the learning block  
• Provides explicit instruction leading to student engagement  
• Provides support for student engagement  
• Assigns mentors and buddies for native language support | • Increases opportunities for learning based on student needs  
• Provides models of proficiency | • Provides rich environment that facilitates engagement in meaningful practice, student choice, and high level expectations in order to maximize learning of all students  
• Provides relevant, appropriate, and timely feedback. |
### APPENDIX K: ELA TEACHER LEADER CONTINUUM

The Conditions of Learning provide a useful check on the status of the classroom as an optimal learning environment through each phase of development.

<table>
<thead>
<tr>
<th>Condition of Learning</th>
<th>Implementation</th>
<th>Refinement</th>
<th>Sustained Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immersion</td>
<td>Teacher provides scaffolded learning opportunities using resources.</td>
<td>Teacher engages students in scaffolded learning opportunities using compelling and culturally sensitive resources</td>
<td>Teacher engages students in scaffolded learning opportunities using compelling age appropriate resources in both their primary language and target language. The teacher encourages students to construct their own meaning at their stage of language proficiency.</td>
</tr>
<tr>
<td>Demonstration</td>
<td>Sheltered demonstrations are planned from the pacing guide and occur throughout the day</td>
<td>Sheltered demonstrations are planned and facilitated by the teacher based on data</td>
<td>Sheltered demonstrations are authentic and based on data. They can be facilitated either by student or teacher at various times throughout the day to scaffold student learning and provides opportunities for active engagement and shared experiences.</td>
</tr>
<tr>
<td>Expectation</td>
<td>Expectations are focused around classroom/student behaviors</td>
<td>Teachers move expectations from student behaviors to learning behaviors and there is a belief students will learn from high expectations</td>
<td>Teachers expect and believe all students can reach proficiency and clearly communicate that belief. The student is convinced he/she is a ‘doer’ or ‘performer’ of learning. Teachers have a clear understanding of language development in order to set appropriate expectations for language development and content to accelerate learning.</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Teacher values the opportunity for student choice that increases academic performance. Students are beginning to make appropriate choices.</td>
<td>Teacher offers choice that will support students in their stage of language development and encourages the transfer of responsibility to the student for his/her own learning.</td>
<td>An environment where students take responsibility for their own learning using the scaffolds and supports that have been put in place by the teacher. Students know when they have achieved proficiency and accelerate beyond it. There are fluid opportunities for students to independently develop speaking, listening, reading, and writing skills.</td>
</tr>
</tbody>
</table>
### APPENDIX K: ELA TEACHER LEADER CONTINUUM

<table>
<thead>
<tr>
<th>Conditions of Learning (continued)</th>
<th>Use</th>
<th>Approximation</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use</strong></td>
<td>Teachers provide time and opportunity for students to practice concepts based on the pacing guide and ELD Continuum.</td>
<td>Teachers provide time and opportunity for students to practice concepts based on whole group need.</td>
<td>Teachers provide time and opportunity for students to practice speaking, listening, reading, and writing at differentiated levels based on individual linguistic and cultural needs. There are a variety of constructs and frameworks in place.</td>
</tr>
<tr>
<td>Approximation</td>
<td>Approximations of content and language forms and functions are encouraged and are essential for learning to occur</td>
<td>Teacher uses approximation to facilitate and plan for instruction</td>
<td>Students are expected to approximate and discover their ideas in their primary language and targeted language. They are given a forum to discuss their understandings in a safe culturally sensitive environment. Teachers identify strengths and next steps based on students’ approximations.</td>
</tr>
<tr>
<td>Response</td>
<td>Teacher provides feedback that is varied and specific based on content and language growth</td>
<td>Teacher provides feedback to students and develops students in providing knowledgeable other feedback</td>
<td>Feedback comes from both teacher and students. It is timely, specific, relevant, and accelerates student learning. Feedback is specific to both grade-level state standards and ELD standards. There is a tangible acknowledgment that language growth has occurred. The teacher notices and names that growth for all stakeholders.</td>
</tr>
</tbody>
</table>
# APPENDIX K: ELA TEACHER LEADER CONTINUUM

## Leadership

### Building Relationships
The purpose of building relationships is to create a safe learning environment that leads to increased student achievement.

<table>
<thead>
<tr>
<th>Implementation</th>
<th>Refinement</th>
<th>Sustained Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has developed - relationships based on trust - shared experiences</td>
<td>Develops relationships that lead to reflection and changes in practice</td>
<td>Develops relationships that lead to increased rigor, changes in practices, reflection, and results in increased student achievement</td>
</tr>
</tbody>
</table>

### Co-planning
The purpose of co-planning is to develop teacher practices and understanding in order to increase student achievement.

<table>
<thead>
<tr>
<th>Leadership</th>
<th>Implementation</th>
<th>Refinement</th>
<th>Sustained Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinates schedule with classroom teachers to provide effective instructional support for ELLs Collaborates to design ELD or sheltered instruction that meets the need of ELLs Uses the reflective process in describing your own classroom practices Uses resources as a tool Parity sharing the responsibilities and sharing the success and challenges of all students.</td>
<td>Links theory to practice Uses demonstration classroom to show strategies</td>
<td>Collaboratively analyzes data, identifying resources, utilizing district curriculum (pacing guides), providing planning templates, use of ELD standards</td>
<td></td>
</tr>
</tbody>
</table>

### Professional Development

<table>
<thead>
<tr>
<th>Leadership</th>
<th>Implementation</th>
<th>Refinement</th>
<th>Sustained Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collects data about ELL student achievement through ACCESS data analysis, learning walks, CCL, data teams, etc. Shares information about ELLs with other school leadership through leadership team.</td>
<td>Co-facilitates with other Teacher Leaders, district coaches, ELA consultants, and other staff.</td>
<td>Fully integrates ELA professional development with all professional learning in the building.</td>
<td></td>
</tr>
</tbody>
</table>

### Working with ELA Consultant

<table>
<thead>
<tr>
<th>Leadership</th>
<th>Implementation</th>
<th>Refinement</th>
<th>Sustained Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflects on own classroom practices with consultant and utilizes feedback to improve student achievement Shares their thinking through the teaching-learning cycle with the ELA consultant.</td>
<td>Uses instructional dialogues with ELA consultant to inform co-planning with other teachers Creates an action plan for use with ELA consultant with own questions about how to improve their own instruction and student achievement</td>
<td>Uses tiered dialogue with ELA consultant to improve co-planning with other teachers Being independently reflective of their own classroom practices Articulates the link between own learning and the learning of students and the change in their own practices Plans for ELA consultant’s visitation by reviewing previous learning, action plan, student data, and professional resources.</td>
<td></td>
</tr>
</tbody>
</table>

Revised 3/6/09

Updated 3/11/13

Aurora Public Schools | English Language Acquisition
There are two self-evident truths about school learning. One is that students learn in different ways. Another is that students learn at different rates. With the consequent range of achievement needs in a class, teachers require a capacity of professional knowledge and skills to develop each student’s potential.

The role of the teacher leader is to develop this capacity through advice, guidance and demonstration within the school environment and under the leadership of the principal.

The role of the ELA Consultant is to provide the advice, guidance, and demonstration to the teacher leader and principal consistent with the goals of the district and focused on improving the achievement of every student in the school.

RESPONSIBILITIES OF THE ELA CONSULTANT:

- Develop positive and supportive relationships with teachers, teacher leaders, administrators and colleagues
- Develop effective communication strategies with teacher leaders, building administrators and staff, instructional coordinators, and directors
- Continually refine own professional knowledge
- Monitor the development of teacher leaders to expand and refine instructional leadership and coaching practices, including adult learning theory
- Monitor the development of teacher leaders in literacy, math, or other content areas
- Monitor the development of teacher leaders’ coaching skills
- Support development of demonstration classrooms
- Work alongside teacher leaders to examine student work and instructional strategies
- Work alongside teacher leaders to deepen teachers’ understandings of effective math, literacy, or other content area instruction, including providing demonstrations, modeling teaching strategies, arranging classroom visitations, leading instructional dialogue, supporting professional learning, etc.
- Deepen understandings of literacy, math, or other content instruction among building administration and leadership team
- Support teacher leaders in data gathering and analysis to improve instruction resulting in increased student learning
- Support teacher leaders, the building administration, and leadership team to develop and implement the building professional learning plan
- Support the connection between professional learning and coaching to the achievement goals of the school improvement plan
## APPENDIX L: ELA CONSULTANT CONTINUUM

### APS ELA PLAN

<table>
<thead>
<tr>
<th>Teaching/Learning Cycle</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| Is able to gather relevant data                             | • System for monitoring  
• Purpose for monitoring  
• Framework around the construct and/or content                  |
| Can turn relevant data into learning information            | • Identifies strengths  
• Recognizes approximations  
• Knows what learning needs to occur for TL now  
• Knows what learning to save for later  
• Plans for learning outcome  
• Gathers appropriate resources                                 |
| Can manage the learning of the teacher leader               | • Uses time effectively  
• Sets short-term and long-term learning goals  
• Sets expectations for learning                                 |
| Provides the appropriate support for learning to occur      | • Support is based on a repertoire of approaches that lead to TL learning  
• Monitors learning using a variety of strategies and approaches  
• Feedback is precise, timely, and relevant                      |

### Conditions of Learning

<table>
<thead>
<tr>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conditions are in place for TL learning to occur</td>
</tr>
</tbody>
</table>
| • Can identify the conditions when learning is occurring  
• Can identify what conditions are missing when learning is not occurring  
• Can monitor and support teacher leader learning as it relates to the TL continuum |

### Adult Learning

<table>
<thead>
<tr>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develops structures and relationships that lead to increased rigor, changes in practice, reflection, and results in increased student achievement</td>
</tr>
</tbody>
</table>
| • Relationships are around the work  
• Is able to have productive conversations and dialogue that pushes thinking and impacts teacher and student learning  
• Dialogue fosters self-reflection and an eagerness to improve  
• Uses structures and relationships to propel the work and does not let barriers get in the way |

<table>
<thead>
<tr>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepts and learns from resistance, uses it to gain perspective, and responds in a way that promotes collaboration and increased student achievement</td>
</tr>
</tbody>
</table>
| • Perseveres with those who are resistant  
• Is reflective about what has caused the resistance  
• Problem solves through resistance  
• Avoids personalizing the resistance  
• Maintains objective stance  
• Keeps student work at the heart of every interaction |
## APPENDIX L: ELA CONSULTANT CONTINUUM

### One-on-one/small group

<table>
<thead>
<tr>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Has system for monitoring TL growth</td>
</tr>
<tr>
<td>- Identifies purpose for monitoring</td>
</tr>
<tr>
<td>- Uses framework around the construct and/or content</td>
</tr>
</tbody>
</table>

### Turns data into learning information

<table>
<thead>
<tr>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Identifies TL strengths</td>
</tr>
<tr>
<td>- Recognizes TL approximations</td>
</tr>
<tr>
<td>- Knows what learning needs to occur for TL now</td>
</tr>
<tr>
<td>- Knows what learning to save for later</td>
</tr>
<tr>
<td>- Plans for learning outcomes</td>
</tr>
<tr>
<td>- Gathers appropriate resources</td>
</tr>
</tbody>
</table>

### Manages the learning of TLs

<table>
<thead>
<tr>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Uses time effectively</td>
</tr>
<tr>
<td>- Sets short-term and long-term learning goals</td>
</tr>
<tr>
<td>- Sets expectations for learning</td>
</tr>
<tr>
<td>- Balances theory and practice</td>
</tr>
</tbody>
</table>

### Provides appropriate support for learning to occur

<table>
<thead>
<tr>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Listens for the personal challenges of the TL around student or adult learning</td>
</tr>
<tr>
<td>- Bases support on a repertoire of approaches that lead to learning</td>
</tr>
<tr>
<td>- Monitors learning using a variety of strategies and approaches</td>
</tr>
<tr>
<td>- Provides feedback is precise, timely, and relevant</td>
</tr>
</tbody>
</table>

## Tiered Dialogue

### One-on-one/small group

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</tr>
<tr>
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</table>

### Turns data into learning information around coaching

<table>
<thead>
<tr>
<th>Indicators</th>
</tr>
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<tbody>
<tr>
<td>- Identifies TL strengths</td>
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<td>- Plans for learning outcomes</td>
</tr>
<tr>
<td>- Gathers appropriate resources</td>
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</table>

### Manages the learning of TLs around coaching

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### Provides appropriate support for learning to occur

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</tr>
<tr>
<td>- Bases support on a repertoire of approaches that lead to learning</td>
</tr>
<tr>
<td>- Monitors learning using a variety of strategies and approaches</td>
</tr>
</tbody>
</table>
## APPENDIX L: ELA CONSULTANT CONTINUUM

<table>
<thead>
<tr>
<th>Facilitation</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides feedback is precise, timely, and relevant</td>
<td>Supports analysis of data from learning walks</td>
</tr>
<tr>
<td>Supports teacher leader in planning for professional learning</td>
<td>Supports the selection of outcomes based on data collected around teacher practice and understanding</td>
</tr>
<tr>
<td></td>
<td>Supports development of written agendas that include outcomes and guiding questions</td>
</tr>
<tr>
<td>Supports teacher leader to facilitate professional learning in whole or small group and provides feedback around facilitation</td>
<td>Anticipates teacher responses and supports teacher leader in monitoring engagement, adjusting support, and planning feedback</td>
</tr>
<tr>
<td></td>
<td>Knows when to present, when to facilitate, when to listen</td>
</tr>
<tr>
<td></td>
<td>Monitors learning during professional development</td>
</tr>
<tr>
<td></td>
<td>Supports planning for teacher commitment to professional learning</td>
</tr>
<tr>
<td>Monitors the growth of adult learning in order to evaluate the effectiveness of professional development and its impact on student learning</td>
<td>Supports the analysis of data from learning walks</td>
</tr>
<tr>
<td></td>
<td>Supports the TL in planning for precise support through one-on-one coaching or small group work</td>
</tr>
<tr>
<td></td>
<td>Supports the TL in making the link between what the teacher has learned and what students have learned and collecting student data as evidence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leadership</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voice supports school-wide culture of reflective practice and high expectations for professional and student learning</td>
<td>Supports district initiatives and resources</td>
</tr>
<tr>
<td></td>
<td>Fosters the understanding that student achievement is the driving force behind all goals</td>
</tr>
<tr>
<td></td>
<td>Collaborates with building administrator and teacher leaders to effectively plan for school development</td>
</tr>
<tr>
<td></td>
<td>Demonstrates in voice and actions a belief that all teachers and students can learn</td>
</tr>
<tr>
<td>Theory of action is capacity building</td>
<td>Develops teacher leaders who can support the learning of the school</td>
</tr>
<tr>
<td></td>
<td>Identifies teachers who demonstrate potential instructional leadership</td>
</tr>
<tr>
<td></td>
<td>Supports administrator to see the potential for capacity building among teachers</td>
</tr>
<tr>
<td></td>
<td>Identifies low leverage/high impact opportunities for capacity building</td>
</tr>
<tr>
<td></td>
<td>Supports school’s ability to link structures to propel the work rather than create barriers</td>
</tr>
<tr>
<td></td>
<td>Facilitates learning of others through district classes, etc. to build capacity</td>
</tr>
<tr>
<td>Initiates collaborative action to solve problems</td>
<td>Meets regularly with the building administrator</td>
</tr>
<tr>
<td></td>
<td>Develops effective communication strategies to support a problem solving culture</td>
</tr>
<tr>
<td></td>
<td>Reads the culture of the school to inform decisions and adjust support</td>
</tr>
<tr>
<td>Initiates and engages in own professional learning</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX M : LEGAL REFERENCES

TIMELINE OF IMPORTANT LEGAL ISSUES CONNECTED TO ENGLISH LEARNERS (2010)

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1964</td>
<td>Title VI of the Civil Rights Act of 1964 provides that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity receiving Federal financial assistance from the Department of Education.</td>
</tr>
<tr>
<td>1965</td>
<td>Elementary Secondary Education Act (now NCLB) - Largest entitlement feds give out based on free/reduced lunch (Title I) - Federal government is now deeply involved in education. Linked to Lyndon Johnson's war on poverty. He believed that teaching students to read would move them out of poverty. *Did not apply to LEP students until they had enough language skills</td>
</tr>
<tr>
<td>1968</td>
<td>Title 7 *now Title 3 - Bilingual Education Act - Created to provide funds for the establishment of programs to help LEP students succeed - Was competitive – not entitlement – school/district had to write a proposal – vast majority of LEP students received no services</td>
</tr>
<tr>
<td>1969</td>
<td>Lau vs Nichols - In this case, the Supreme Court ruled that identical education does not constitute equal education under Title VI of the Civil Rights Act of 1964. The case was filed by Chinese parents in San Francisco who claimed their children were denied an education because they could not speak English. The courts found that the lack of adequate instructional procedures for these students denied them a significant opportunity to participate in the educational system, and limited their ability to receive benefits from it.</td>
</tr>
<tr>
<td>1970</td>
<td>OCR Memorandum - &quot;Where the inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational programs offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional programs to these students.&quot; - Forbids specialized programs for LEP students to operate as an educational or dead-end track - First reference to assessment – and most of the program components we now must take into consideration</td>
</tr>
<tr>
<td>1973</td>
<td>Keyes - Segregation case - One of the first cases that mentions Hispanics - Whole DPS district had to be desegregated - LAS-1st Language Proficiency Assessment</td>
</tr>
<tr>
<td>1974</td>
<td>Lau - Supreme Court ruling (not a law) - Must offer some kind of special language instruction and prohibited sped placement with assessments of language - Little public reaction – but OCR begins making visits to 334 school districts with large number of language minority</td>
</tr>
<tr>
<td>1975</td>
<td>Lau Remedies - Policy guidelines for the education of limited English proficient students, based on the ruling in the Lau vs. Nichols suit, for school districts' compliance with the civil rights requirements of Title VI – full force of the federal government behind them</td>
</tr>
<tr>
<td>1981</td>
<td>ELPA - Colorado English Language Proficiency Act begins (ELPA) – source of state funding for ELL students – based on numbers - Only students in their first two years of language acquisition are eligible for funding – NEP - $750 – LEP $350 – 2010 - 1st time assessment is required in CO along with identification, programs, and reporting - Set of standards by which to determine a school district's compliance with the EEOA. Called the &quot;Castañeda&quot; test, it judges educational services on three criteria: 1. Is the program based on an educational theory recognized as sound by some experts in the field or is considered by experts as a legitimate experimental strategy? 2. Are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively? 3. Does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome?</td>
</tr>
<tr>
<td>1982</td>
<td>Plyer vs Doe - This decision determined, under the Fourteenth Amendment of the Constitution, that all children, regardless of their immigrant status, have the right to a free public school education in the district in which they live. Schools cannot use children's immigration status to exclude them from schooling. Moreover, the schools cannot engage in activities that may have a 'chilling effect' on immigrant parents' ability to register their children in schools.</td>
</tr>
<tr>
<td>1981</td>
<td>OCR reviews - Last update to Lau Remedies - First time listening, speaking, reading and writing are assessed (before this it was only speaking) - Looks at: Soundness of program; Implementation; Staffing; Identification/Exit Criteria; Evaluation</td>
</tr>
<tr>
<td>1994</td>
<td>ESEA - Begins the process of streamlining Title I and VII monies – school wide for title I funds – school-wide title VII funds as well</td>
</tr>
<tr>
<td>1995-1997</td>
<td>DPS out of compliance with OCR – As is Boulder</td>
</tr>
<tr>
<td>2001</td>
<td>Colorado allows districts to choose from 3 assessments - AMAOs come into law under title III, but states are given several years to implement - Bush changes ESEA to NCLB and Title VII to Title III, and funds now based on enrollment – no longer competitive - All students must be tested. One year exemption for kids new to the country (AYP)</td>
</tr>
<tr>
<td>2004</td>
<td>CELA is chosen</td>
</tr>
</tbody>
</table>
### Glossary of Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Acronym</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>English as a Second Language</td>
<td>ESL</td>
<td>This term is used to identify students who are placed in an English speaking academic environment and have acquired a language other than English as their first language.</td>
</tr>
<tr>
<td>English Language Acquisition</td>
<td>ELA</td>
<td>An educational approach in which English Language Learners are instructed in the use of the English language.</td>
</tr>
<tr>
<td>English Language Development</td>
<td>ELD</td>
<td>Term used to describe the process of learning English which includes learning functions and forms in a systematic way.</td>
</tr>
<tr>
<td>English Language Learner</td>
<td>ELL</td>
<td>The term used to indicate that a student is learning English as a new language. Synonymous with Linguistically diverse learner.</td>
</tr>
<tr>
<td>Fluent-English Proficient.</td>
<td>FEP</td>
<td>Students who have met the criteria for redesignation from the ELA program.</td>
</tr>
<tr>
<td>Home language survey</td>
<td>HLS</td>
<td>Form completed by parents/guardians that gives information about a student’s language background. Must be on file for every student.</td>
</tr>
<tr>
<td>Institute</td>
<td></td>
<td>3 days of E.L. Achieve training around planning, instruction, and assessment of the ELD block.</td>
</tr>
<tr>
<td>LDE Certificate</td>
<td></td>
<td>3 courses and 9 credit hours of graduate level learning around strategies, assessment, and linguistics. Can be obtained through Regis University or UCD and is funded by APS. Only recognized in Aurora Public Schools. LDE: Linguistically Diverse Education.</td>
</tr>
<tr>
<td>LDE certificate as COE</td>
<td></td>
<td>Within 3 years of employment, all new licensed staff must complete 3 courses and 9 credit hours of graduate level learning around strategies, assessment, and linguistics as a condition of their employment.</td>
</tr>
<tr>
<td>LDE Endorsement</td>
<td></td>
<td>8 courses and 24 credit hours of graduate level learning around knowledge and tools needed to work with culturally and linguistically diverse students. For a teacher to be considered highly qualified in LDE on their license, they must have the coursework noted, PLACE test, and apply through CDE. LDE: Linguistically Diverse Education.</td>
</tr>
<tr>
<td>Limited-English Proficient.</td>
<td>LEP</td>
<td>Students scoring between levels 3-5 on ACCESS and has not yet been redesignated to monitor status.</td>
</tr>
<tr>
<td>Linguistically diverse learner</td>
<td>LDL</td>
<td>The term used to indicate that a student is learning English as a new language. Synonymous with English Language learner.</td>
</tr>
<tr>
<td>Long Term English Language Learners</td>
<td>LTEL</td>
<td></td>
</tr>
<tr>
<td>Non-English Proficient.</td>
<td>NEP</td>
<td>Students scoring a level 1-2 on ACCESS.</td>
</tr>
<tr>
<td>Primary home language</td>
<td>L1</td>
<td>Student’s first language that is developed.</td>
</tr>
<tr>
<td>Primary home language other than English</td>
<td>PHLOTE</td>
<td>This term is used to identify ESL students who live in a home environment where another language other than English is spoken. This identification allows the educator to know that English heard in the classroom will probably not be reinforced at home.</td>
</tr>
<tr>
<td>Second language</td>
<td>L2</td>
<td>Language that is developed in addition to a students’ primary language.</td>
</tr>
</tbody>
</table>
BIBLIOGRAPHY


Commins, N, personal communication, October 14, 20011.


