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Introduction

Purpose of Handbook

This document has been created to:

- Assist identify and assess English Learners for potential eligibility for special education and related services.
- Ensure a seamless continuum of services by promoting a collaborative approach among teachers, administrators, families, and others when planning programs, interventions and services for ELs.
- Provide consistent guidance for instructional programming, interventions, evaluation and determination for special education for ELs in the Lansing School District.

Why?

- The Lansing School District has 10,799 students with 2,213 being bilingual (20% of district)
- English Learners represent 18% (1,935 students) of the total student population

Educators attempt to provide services to meet students' individual needs to the best of their knowledge. Sometimes it becomes challenging to provide targeted services because of to the multiple variables, characteristics, strengths, and challenges our students bring with them to school. This becomes even more amplified with the population of English learners, where students may experience learning gaps but we are not certain if these gaps our due to the stage of language acquisition, cultural norms, and/or a learning disability. According to Janette Klingner, "the single biggest error made in placing ELLS into special education is misinterpreting language acquisition as a learning or language disability"(Michigan Department of Education, p. 4).

IDEA Federal Regulations

Oakland Schools Guidance: Big Ideas When Considering a Special Education Evaluation of a Student Learning English as a Second Language has written the below as it pertains to IDEA Federal Regulations and students with limited proficiency:

"The Individuals with Disabilities Education Act (IDEA) of 2004, passed by Congress, is the statue or law that is the basis of special education in the United States. The Office of Special Education and Rehabilitative Services in the Department of Education is the agency that promulgates the federal regulations needed to implement the IDEA. These regulations are referred to herein as the Federal Regulations (2006).

The Federal Regulations (2006) are very clear that a student should not be found as a student with a disability if the determinant factor is limited English Proficiency (# 300.306). This means that a team must rule that the primary cause of the student's inadequate achievement is not a student's limited English Proficiency. Furthermore, the Federal Regulations (2006) require that during any assessment of an EL, the Multidisciplinary Education Team (MET) must consider the child's cultural and language differences. Assessment tools must be non-discriminatory with respect to race and culture (# 300.304). If the MET is attempting to determine the EL's proficiency in the primary language, assessments must be administered in the EL's primary language, or in a form that best estimates the child's abilities.

A multidisciplinary team may include the following staff members, each team has attributes that will assist in developing a complete understanding of the child:

- Administrator
- General education teacher
- Special education teacher
- ESL teacher/specialist
- Bilingual Instructional assistant
- Speech-language pathologist
- School psychologist
- Social worker " (Oakland Schools, 2015 , p.4-5)

Second Language Acquisition

Process of learning second language

ELs attempting to learn a second language begin with a silent period in which students absorb the language and some information. The length of time in this period varies from student to student and they begin to make cognitive connections between the first language (L1) and new language (L2).

Students then are ready to move to the Basic Interpersonal Communication Skills Level (BICS) where they have the ability to participate in social interactions and daily routines. The goal is to move students to the following level, Cognitive Academic Language Proficiency (CALP). This is the level necessary to master content standards in English and experts such as Dr. Jim Cummins has determined that it can take between 5 to 7 years to reach this level (Cummins, 1984).

Middle school and high school programs must focus on teaching the English domains; speaking, listening, reading, and writing. In addition, they must concentrate on content vocabulary and parent orientations.

Even with the best instruction, there may be cases of students who are lacking progress and educators might wonder if the student might have a disability.

Factors That Affect Second Language Acquisition *(Use Appendix A. Tool 1)*

- Student's age
- Student's prior experience in schooling
- Experiential background
- Affective barrier (trauma)
- Ability to take risks
- Cultural concerns
- Ability to read and write in first or native language

Student must not be determined to be eligible for special education if the determinant factor for eligibility is any of the following:

- Lack of appropriate instruction, including the essential components of reading: phonemic awareness, phonics, vocabulary development, reading fluency, including oral reading skills and comprehension strategies
- Lack of appropriate instruction in mathematics
- Limited English Proficiency

When an underlying difficulty is due to a disability, it will manifest itself across languages and contexts.

Second language acquisition or learning disability

LD or English Language Development (Klinger & Eppolito, 2014 referenced in MDE's Distinguishing English Learners' Language Development and Learning Disability Training Module, p. 17).	
Behaviors associated with learning disabilities	Behaviors associated with second language development
Difficulty following directions	Difficulty following directions in English
Difficulty with phonological awareness	Difficulty distinguishing between unfamiliar sounds
Slow to learn sound/symbol	Confusion with sound/symbol correspondence in English
Difficulty remembering sight words	Difficulty remembering sight words when unfamiliar with meaning
Difficulty retelling a story in sequence	May understand more than can say/write in English
Difficulty understanding phonemes	Difficulty distinguishing phonemes in English
Difficulty with grammatical patterns	Subject/verb agreement, tenses, etc. vary from L1 to English; errors consistent with grammar of L1
Difficulty remembering vocabulary words	Vocabulary acquisition and sight word recall develop after patterns are explicitly taught in English
Difficulty processing new information	Lack of proficiency in English limits processing of new information

Indicators of learning disabilities among language learners

ELs and suspected speech and language Impairment

- Errors in sounding out words, order of words in sentences, not including subject, order of words when questioning can all be normal errors due to transferring of L1 language rules

ELs and suspected emotional impairment

- Student can demonstrate behaviors such as isolation, not speaking in academic settings, not following directions and lack of expressing ideas and feelings. These can be typical developmental stages of language acquisition.

ELs and suspected learning disability

- Student might do well on oral language proficiency tests on the WIDA but not in reading comprehension. Student should be assessed with a Culture Language Interpretive Matrix (C-LIM)
- Analysis to determine the impact on the lack of acculturation and limited English proficiency.

For additional information on indicators of a language difference or a possible learning disability, please refer to Appendix E. Considering the Influence of Language Differences and Disability on Learning Behaviors

Frequently Asked Questions:

How do we know if an EL should be evaluated for special education?

According to the *Guidance Handbook for Educators of English Learners with Suspected Disabilities Michigan Department of Education*, “when a student is not proficient in the English language and is experiencing significant difficulties, it can be a challenge to determine if the difficulty stems from the language difference or from a true disability that would require the provision of special education and related services. In many cases, school personnel may never know for sure the reason behind the student’s difficulties. However, there are recommended procedures (see Effective Practice 1 and 2) to help reach the most accurate conclusions possible. In the end, the important result of the process is that the student receives appropriate services and the best opportunity for academic success. If at any point school personnel suspect a disability, they are required to request an evaluation to determine eligibility for special education.

How long do we wait before we request an evaluation for a suspected disability for an EL student?

There is no set time. School staff should consider requesting an evaluation when any of the following are evident:

- Objective data support the possibility of a disability
- Educators can determine the influence of language, culture, economics, or environmental factors are not the primary reason for lack of academic progress.
- Primary reasons for a student’s lack of or slow academic progress have been identified.
- The implementation of systematic, sustained, targeted interventions, and program options, including progress monitoring, have proven unsuccessful” (2016, p. 47).

Effective Practices

The bullets below outline the necessary elements to determine Appropriate Curriculum, Instruction, and Interventions for English Learners. Please refer to Appendix F (Effective Practices) for more detailed information.

- Effective Practice 1 (to be used with Tool 4 in Appendix D)
 - Ensure appropriate placement
 - Evidence-based instruction
 - Curriculum
 - Interventions
- Effective Practice 2 (to be used with Tools 1-3 in Appendixes A, B, C)
 - Review prior information
 - Determine and conduct appropriate assessments and interventions
- Effective Practice 3
 - Discuss current/recent information
 - Implement a multi-tiered system of support
 - Change classroom setting to provide additional support
 - Allow more time for students
 - Additional classroom observations and assessments

Resolution or Referral Procedure

In order to determine the intervention pathway for an English learner with a suspected learning disability, it is recommended to proceed with the following steps:

1. Review second language or learning disability information, including Appendix E
2. Review effective practices information, including Appendix F
3. General Instruction and/or ESL teacher completes Tool 1, Student Background Checklist (See appendix A)
4. General Instruction and/or ESL teacher with the assistance of Bilingual Instructional Assistant or Cultural Broker completes Tool 2, Sample Parent or Caregiver Interview Checklist (See Appendix B)
5. School team with Special Education staff completes Tool 3, Consideration for Evaluation ELs (See appendix C)
6. School team with Special Education staff completes Tool 4, Curriculum and Instruction Checklist (See appendix D)
7. Review student assessments
 - a. WIDA or WAP-T
 - b. M-Step
 - c. Aimsweb
 - d. DRA
 - e. Native language assessments (See appendix H)
8. Make determination if to proceed with referral for Special Education Services or adjust English language interventions
9. If student qualifies for Special Education services please refer to Appendix I

Intensive intervention and progress monitoring

If the team of practitioners conclude the student does not meet the qualifications to be assessed for a possible learning disability, it is critical to implement an intervention and continue monitoring for progress. Dr. Catherine Collier has done much work in the area of culturally linguistically diverse students with learning and behavior needs. She recommends that interventions should last from 6 to 12 weeks and be monitored for efficiency (Collier, 2015)

Interventions vary according to the need and she is quoted as “The instructional intervention team designs an instructional intervention plan which specifies the responsibilities of each member to address:

- a) Any academic areas impacted by language difficulties
- b) Learning and behavior problems arising from culture shock
- c) Improvement of verbal skill in one or both languages
- d) Improvement in writing skill in one or both languages
- e) Any medical, behavioral, or emotional needs; adaptive behavior skills
- f) Any cognitive learning strategies that would enhance students’ ability to engage in learning
- g) Community services needed and outside agencies to access (food, clothing, employment, protective services, counseling)”. Collier, 2015 Separating Difference from Disability Workbook, pgs.122-123.

Monitoring of these interventions will assist educators in making further decisions on the student and the practitioner’s delivery of strategies. According to Dr. Collier, “ During the instructional intervention period, it is especially important to document the contexts and content areas or approaches in which the CLD student is successful. These will be helpful in determining further interventions, in guiding the classroom teachers in successful modifications and adaptations, and in building up an accurate learning and behavior profile of the student.”(Collier, 2015 pg. 126)

After monitoring these interventions a decision must be made and Collier describes the two most frequent determinations as” The instructional Intervention succeeds and the student exits intensive monitoring or the intervention team decides to refer the student to the evaluation team”. (Collier, 2015 pg. 126)

Integrated services

EL students with IEPs will need to receive coordinated services between the special education teacher and ESL specialist or classroom teacher. For guidance on how to build cohesive services

refer to Appendix Please see attached “Integration of Services Framework”(Collier, 2015 pg. 213)

Bibliography

Collier, C. (2015) *Separating Difference from Disability Workbook*. Ferndale, Washington. Crosscultural Developmental Education Services

Cummins, J. (1984). *Bilingualism and special education: Issues in assessment and pedagogy*. Clevedon, England. Multilingual Matters

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https://oakland.k12.mi.us/instructional/curriculum-instruction/subject-areas/esl-bilingual/Documents/EL_SpEd_Working_Group_doc_Spring%202015-5-5-15.pdf#search=big%20ideas%20when%20considering%20a%20special%20education

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<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/eltoolkit.pdf>

Appendix

Appendix A. Tool 1 - Student Background Checklist

Appendix B. Tool 2 - Parent or Caregiver Interview Questions

Appendix C. Tool 3 - Consideration for Evaluating ELs

Appendix D. Curriculum and Instruction Checklist

Appendix E. Considering the Influence of Language Differences

Appendix F. Effective Practices

Appendix G. LSD EL Academic Resource Toolkit

Appendix H. Assessments

APPENDIX I. DEVELOPING AN IEP FOR AN ENGLISH LEARNER WITH DISABILITY

Appendix J. Integration of Services Framework

Tool 1. Student Background Checklist

The following information may be found in the student's CA60 file and is important to obtain background data for the English learner.

Referring Source _____

Title _____ Date _____

School's Screening Personnel _____

Phone # _____

School _____

Student Name _____ UIC _____

Sex _____ Grade _____

DOB _____ Place of Birth _____

Home Language(s) _____

Parent/Guardian Name _____

Parent/Guardian's Home Country _____

Home Phone _____ Work Phone _____

Cell Phone _____

Entry Date to U.S. _____ or Years in U.S. Schools _____

Years of Schooling in Home Language _____

Interrupted Education? No () Yes ()

Explain Educational History if Known:

Specific Questions about Student Learning and Enrollment

	Yes	No	Comments
1. Has the student's records been reviewed for relevant information?			
2. Has a child study or other in-school problem solving team, including the EL teacher, met to review student's information?			
3. Has the school followed the pre-referral Effective Practices outlined in this guidance?			
4. Has the student undergone any prior evaluation(s)? a. WIDA Screening b. Dual language assessments c. State annual assessment d. Local assessment e. Classroom assessment f. Other	a. b. c. d. e. f.	a. b. c. d. e. f.	
5. Does a review of the student file indicate a history of difficulty in the area(s) of concern?			
6. Has the student ever been enrolled in an EL program? If so, where?			
7. Is the student currently enrolled in the EL program? If so, what is the current WIDA performance level? ___1; ___2; ___3; ___4; ___5;			
8a. Is the student no longer receiving direct EL services? 8b. If so, what is the student's current EL status? (FLEP) ___Monitor year 1; ___ Monitor year 2; ___Monitor year 3; ___ Monitor year 4;	a.	a.	

	Yes	No	Comments
9a. Is there a physical condition that may account for student's difficulties?	a.	a.	
9b. Has the student's vision been tested?	b.	b.	
9c. Has the student's hearing been tested?	c.	c.	
9d. Are glasses, hearing aids, or other specialized equipment worn or used in class?	d.	d.	
10. Has the student participated in systematic support programs, such as Reading Recovery or others? (name in "comments")			
11. Is the student frequently absent or tardy?			
12. Have the parents or guardians been contacted about the school's concerns?			
13. Is there a home language survey in the student's cumulative folder? (If so, please attach.)			
14. Have intervention strategies been implemented in a systematic fashion? Please describe.			

Adapted from Virginia Department of Education. (2009). *Handbook for educators for students who are English language learners with suspected disabilities*.

Retrieved from:

http://www.doe.virginia.gov/instruction/esl/resources/handbook_educators.pdf

Tool 2. Sample Parent or Caregiver Interview Questions

The following parent interview (adapted from many sources) must be conducted in the parent's native language, if possible. Parents and caregivers need to feel they are in a safe environment and that the information will be used to help their child's education. Creating a trusting atmosphere is a critical first step. Parents/caregivers may be reluctant to answer honestly because of prior experiences in the education systems in their native countries or in not understanding the U.S. school system. It is critical to explain to parents that if their child is identified at some point as having learning difficulties, the U.S. education system will support and educate their child.

Dear Parent or Guardian,

In order to provide your child with the best education possible, we need to know about the child's language and education background. There are no right or wrong answers to the following questions, and your answers are only used to help us educate your child in the best way possible. Your honesty and thoughtfulness in answering these questions is greatly appreciated and will directly benefit your child's education.

About your child:

If there is more than one language spoken in your house, please feel free to include them all in your answers.

When your child was a baby:

1. What language did you speak to your child when he/she was a baby or young child? _____
2. In what language did your child say his/her first words?

3. In what language did your child speak as a baby or young child?

4. What language did other people in your house (other caregivers, babysitters, siblings, relatives) speak to your child when he/she was a baby or young child? _____
5. What language did you use to sing and/or read to your child when he/she was a baby or young child? _____

At the present time:

1. What language is spoken in the child's home or residence most of the time? _____
2. What language do you mostly use to speak to your child now?

3. What language does your child mostly speak to you?

4. What language does your child prefer to speak to others (siblings, caregivers, babysitters, relatives)? _____
5. When you have to give your child directions quickly, which language do you use? _____

Preschool Experience:

1. Did your child attend preschool? No _____ Yes _____
2. If yes, what was the language used by the teachers?

For students entering school in a grade other than kindergarten:

1. Does your child know how to read? No ____ Yes ____ If yes, in which languages? _____
2. Does your child know how to write? No ____ Yes ____ If yes, in which languages? _____
3. Is this the first time the child has attended a school in the United States? Yes ____ No ____
4. If no, where did he/she go to school previously?

5. What language was used for instruction? _____
6. Was there interruption in your child's education? No ____ Yes ____
If yes, for how long and when?

7. What was the length of the school day?

8. Did your child attend school daily/consistently?

9. In what month did the school year begin?

10. In what month did the school year end?

11. When were school vacations?

12. Has your child ever had difficulties learning? No ____ Yes ____
If yes, please explain briefly:

14. Has your child ever received special services (teachers) to help his/her learning? No ____ Yes ____ If yes, please explain

15. Is there anything more you would like to tell us about your child's prior school or learning experiences?

Parent /Caregiver Questions

1. In what language would you like to receive written information from the school? _____
2. In what language would you prefer to communicate orally with school staff? _____

Taken from Connecticut Administrators of Programs for English Language Learners (CAPELL). (2011). *English language learners and special education: A resource handbook*. Hartford, CT: Connecticut State Department of Education. Retrieved from http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/bilingual/CAPELL_SPED_resource_guide.pdf

Tool 3. Consideration for Evaluating ELs

Following is a checklist to help the student Instructional Team collect pertinent information on ELs.

Student _____ Date _____

Yes	No	Don't Know	Questions
			1. Literacy Development: Does the child have age-appropriate development in L1 (home language)?
			a. Has the child been regularly exposed to L1 literacy-related materials?
			b. Is the child's vocabulary in L-1 well developed for his/her age?
			c. Was the child's L1 fluent and well developed prior to beginning to learn English?
			d. Have the child's parents been encouraged to speak or read in the L1 at home?
			2. Personal and Family Factors: After reviewing the child's personal data and family history, are there any emerging factors that could possibly contribute to the child's difficulty in learning?
			a. High degree of mobility
			b. Missing parent(s)
			c. Poverty
			d. Lack of prior education or disrupted schooling
			e. Poor attendance, truancy
			f. Need to work
			g. Other
Done <input type="checkbox"/>			For items marked "No," additional information is examined to further identify specific personal and family factors.

Yes	No	Don't Know	Questions
			3. Physical and Psychological Factors: After reviewing the child's health data, both past and present, have any factors emerged that could possibly contribute to the student's difficulty in learning?
			a. Impaired hearing
			b. Impaired vision
			c. Chronic dental pain
			d. Malnutrition
			e. Posttraumatic stress syndrome
			f. Other
Done <input type="checkbox"/>			For items marked "No," additional information is examined to further investigate those specific physical and psychological factors.

Yes	No	Don't Know	Questions
			4. Previous Schooling: Have student's school records (past and present) been located, reviewed, and analyzed? If past records are not available, have other means of gathering data been implemented?
			a. Has the student participated in a quality bilingual-ESL program(s) in previous years?
			b. Has the student had the benefit of uninterrupted formal school throughout his/her educational career?
			c. Has the student's previous schooling been at the same level of rigor as his/her current schooling?
			d. Does the language of instruction in the student's previous schooling match the language of instruction in the student's current learning environment?
Done <input type="checkbox"/>			For items marked "No," additional information is examined to further identify specific previous and current school issues.
			5. Linguistic Abilities: Have data been collected to reflect student's strengths and difficulties in linguistics and literacy development?
			a. Use of data from assessments in previous years
			b. Use of data from standardized language proficiency test (in L2 and if possible, in L1) and less than 6 months old
			c. Student work samples in L1 and L2 (oral language, reading, and writing; performance-based assessments) collected over time, reviewed, and analyzed
			d. Teacher observations or narrative documents concur with student work samples about student's language use in the learning environment

Yes	No	Don't Know	Questions
			e. Language use patterns and language dominance have been determined appropriately
Done <input type="checkbox"/>			For items marked "No," additional information is examined to further identify the specific linguistic abilities.
			6. Academic Achievement Factors: Have data been collected regarding the student's academic achievement?
			a. Use of data from assessments in previous years
			b. Use of results from a standardized achievement test (in L2 and L1 whenever possible) and are less than 6 months old
			c. Results in L2 are interpreted with full understanding as to the limits of validity and reliability for an EL
			d. Student work samples in L1 and L2 (oral language, reading, and writing; performance-based assessments) are collected over time, across subject and content areas, and are reviewed and analyzed
			e. Teacher observations or narrative documents concur with student work samples about the student's academic achievement
			f. Language use patterns language dominance have been determined appropriately
Done <input type="checkbox"/>			For items marked "No," additional information is examined to further identify the specific academic achievement factors?

Yes	No	Don't Know	Questions
			7. Cultural Development: Have data been collected regarding the student's cultural development?
			a. The student's culture is known, and staff members are cognizant of similarities and potential mismatches or conflicts with the dominant or school culture.
			b. A profile has emerged indicating student's capacity to function competently in the new nonnative culture.
			c. There is no indication of trauma exposure or posttraumatic stress syndrome.
			d. The student demonstrates the necessary resilience and coping skills to navigate both the new, nonnative culture represented by the dominant (school) culture as well as the native, family or community culture.
Done <input type="checkbox"/>			For items marked "No," additional information is examined to further identify specific previous and current cultural development issues.
			8. Interventions: Have appropriate interventions, capitalizing on student's strengths and reflective of "best practice" in the field of bilingual/ESL education, been suggested, implemented, and documented in an attempt to remedy the student's difficulty?
			a. Does the teacher(s) have training to implement the intervention(s)?
			b. Does the teacher(s) have materials and resources to implement the intervention(s)?
			c. Is there documentation to articulate the success or failure of a suggested intervention? Consider time, degree of effort, and variety of contexts.
Done <input type="checkbox"/>			For items marked "No," find additional information about intervention factors and work to improve.

Yes	No	Don't Know	Questions
			9. Programming: Have other program alternatives been tried in addition to, not in place of, bilingual/ESL programming? Indicate those below:
			___ Title I/31a ___ One--On-One Tutoring
			___ Reading Assistance ___ Reading Recovery
			___ After School Activities ___ Summer School
			___ Social Work ___ Counseling
			___ Other
Done <input type="checkbox"/>			For items marked "No," consider additional interventions to assist the student and a plan for implementation.
			10. Learning Environment: Have all of the student's teachers, parents, and counselor or social worker worked together to create a linguistically, academically and culturally appropriate learning environment that has been implemented over time?
			Provide a description:
Done <input type="checkbox"/>			Notes or Comments:

Name and signature of staff member completing form:

Position _____; Date _____

Others attending meeting:

Name	Position

If after collecting and discussing these data sets, a disability is suspected, the team is obligated to request an evaluation to determine eligibility for special education.

Adapted from Connecticut Administrators of Programs for English Language Learners (CAPELL). (2011). *English language learners and special education: A resource handbook* (pp. 17–19). Hartford, CT: Connecticut State Department of Education.

Retrieved from

http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/bilingual/CAPELL_SPED_resource_guide.pdf

Tool 4. Curriculum and Instruction Checklist

Date: _____

Student's Last Name	First Name	Grade	Unique Identification Code (UIC)
---------------------	------------	-------	----------------------------------

Yes/Date	No	Curriculum, Instruction, and Other Factors	Sources for Answers
		1. Is the student receiving the necessary support to succeed?	
		2. Does the classroom teacher implement effective instructional practices for ELs on a consistent basis?	
		3. Has the classroom teacher received training to implement effective practices?	
		4. Does the EL teacher support this EL student?	
		5. Are the curriculum and instruction implemented with the necessary intensity and frequency to allow improvement in student's skills levels?	
		6. Are adjustments made in curriculum and instruction based on progress monitoring data?	

Yes/Date	No	Curriculum, Instruction, and Other Factors	Sources for Answers
		7. Do the student's teachers provide a linguistically, academically, and culturally appropriate learning environment at all times?	
		8. Have the teachers received professional development to provide linguistically, academically, and culturally appropriate learning environments for ELs?	

*Methods for making determinations might include classroom observations, teacher interviews, review of lesson plans and curriculum materials

Note: If desired, the team may create a similar table specific for reading and mathematics instruction based on the specifics provided on pages 23-24.

The EL Tool Kit contains examples of, adaptations of, and links to resources created and maintained by other public and private organizations. This information is provided for the reader's convenience and is included here to offer examples of the many resources that educators, parents, advocates, administrators, and other interested parties may find helpful and use at their discretion. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of this outside information. Further, the inclusion of links to items does not reflect their importance, nor is it intended to endorse any views expressed, or materials provided.

TOOL #2

CONSIDERING THE INFLUENCE OF LANGUAGE DIFFERENCES AND DISABILITY ON LEARNING BEHAVIORS

Differentiating language and literacy acquisition from disability can be difficult for some educators. The following table illustrates learning behaviors that a student might exhibit in class, followed by corresponding indicators of whether that behavior could represent a language difficulty or a potential learning disability. By determining the root of each student's difficulties, educators can select the most appropriate and effective teaching and learning strategies to use.

COMPARISON OF LANGUAGE DIFFERENCES VERSUS DISABILITIES

This tool is taken from *Meeting the Needs of English Learners with Disabilities: Resource Book* by Jarice Butterfield, Ph.D., Santa Barbara County SELPA, on behalf of the SELPA Administrators of California Association. In the tool below, L1 refers to the student's native language and L2 refers to the student's second language (English). It is reprinted with permission of Dr. Butterfield.

Oral Comprehension/Listening

Learning Behavior Manifested	Indicators of a Language Difference due to 2nd Language Acquisition	Indicators of a Possible Learning Disability
Student does not respond to verbal directions	Student lacks understanding of vocabulary in English but demonstrates understanding in L1	Student consistently demonstrates confusion when given verbal directions in L1 and L2; may be due to processing deficit or low cognition
Student needs frequent repetition of oral directions and input	Student is able to understand verbal directions in L1 but not L2	Student often forgets directions or needs further explanation in L1 and L2 (home & school); may be due to an auditory memory difficulty or low cognition
Student delays responses to questions	Student may be translating question in mind before responding in L2; gradual improvement seen over time	Student consistently takes a longer time period to respond in L1 & L2 and it does not change over time; may be due to a processing speed deficit

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TOOL #2: CONSIDERING THE INFLUENCE OF LANGUAGE DIFFERENCES AND DISABILITY ON LEARNING BEHAVIORS (CONTINUED)

Speaking/Oral Fluency

Learning Behavior Manifested	Indicators of a Language Difference due to 2nd Language Acquisition	Indicators of a Possible Learning Disability
Student lacks verbal fluency (pauses, hesitates, omits words)	Student lacks vocabulary, sentence structure, and/or self-confidence	Speech is incomprehensible in L1 and L2; may be due to hearing or speech impairment
Student is unable to orally retell a story	Student does not comprehend story due to a lack of understanding and background knowledge in English	Student has difficulty retelling a story or event in L1 and L2; may have memory or sequencing deficits
Student does not orally respond to questions, or does not speak much	Lacks expressive language skills in English; it may be the silent period in 2nd language acquisition	Student speaks little in L1 or L2; student may have a hearing impairment or processing deficit

Phonemic Awareness/Reading

Learning Behavior Manifested	Indicators of a Language Difference due to 2nd Language Acquisition	Indicators of a Possible Learning Disability
Student does not remember letter sounds from one day to the next	Student will initially demonstrate difficulty remembering letter sounds in L2 since they differ from the letter sounds in L1, but with repeated practice over time will make progress	Student doesn't remember letter sounds after initial and follow-up instruction (even if they are common between L1/L2); may be due to a visual/auditory memory deficit or low cognition
Student is unable to blend letter sounds in order to decode words in reading	The letter sound errors may be related to L1 (for example, L1 may not have long and short vowel sounds); with direct instruction, student will make progress over time	Student makes letter substitutions when decoding not related to L1; student cannot remember vowel sounds; student may be able to decode sounds in isolation, but is unable to blend the sounds to decode whole word; may be due to a processing or memory deficit
Student is unable to decode words correctly	Sound not in L1, so unable to pronounce word once decoded	Student consistently confuses letters/words that look alike; makes letter reversals, substitutions, etc. that are not related to L1; may be processing or memory deficit

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TOOL #2: CONSIDERING THE INFLUENCE OF LANGUAGE DIFFERENCES AND DISABILITY ON LEARNING BEHAVIORS (CONTINUED)

Reading Comprehension and Vocabulary

Learning Behavior Manifested	Indicators of a Language Difference due to 2nd Language Acquisition	Indicators of a Possible Learning Disability
Student does not understand passage read, although may be able to read w/ fluency and accuracy	Lacks understanding and background knowledge of topic in L2; is unable to use contextual clues to assist with meaning; improvement seen over time as L2 proficiency increases	Student doesn't remember or comprehend what was read in L1 or L2 (only applicable if student has received instruction in L1); this does not improve over time; this may be due to a memory or processing deficit
Does not understand key words/phrases; poor comprehension	Lacks understanding of vocabulary and meaning in English	The student's difficulty with comprehension and vocabulary is seen in L1 and L2

Writing

Learning Behavior Manifested	Indicators of a Language Difference due to 2nd Language Acquisition	Indicators of a Possible Learning Disability
Errors made with punctuation/capitalization	The error patterns seen are consistent with the punctuation and capitalization rules for L1; student's work tends to improve with appropriate instruction in English	Student consistently or inconsistently makes capitalization and punctuation errors even after instruction; this may be due to deficits in organization, memory or processing
Student has difficulty writing grammatically correct sentences	Student's syntax is reflective of writing patterns in L1; typical error patterns seen in 2nd language learners (verb tense, use of adverbs or adjectives); improves over time	The student makes more random errors such as word omissions, missing punctuation; grammar errors are not correct in L1 or L2; this may be due to a processing or memory deficit
Student has difficulty generating a paragraph or writing essays but is able to express his or her ideas orally	Student is not yet proficient in writing English even though they may have developed verbal skills; student makes progress over time and error patterns are similar to other 2nd language learners	The student seems to have difficulty paying attention or remembering previously learned information; the student may seem to have motor difficulties and avoids writing; student may have attention or memory deficits

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TOOL #2: CONSIDERING THE INFLUENCE OF LANGUAGE DIFFERENCES AND DISABILITY ON LEARNING BEHAVIORS (CONTINUED)

Spelling

Learning Behavior Manifested	Indicators of a Language Difference due to 2nd Language Acquisition	Indicators of a Possible Learning Disability
Student misspells words	Student will "borrow" sounds from L1; progress seen over time as L2 proficiency increases	Student makes errors such as writing the correct beginning sound of words and then random letters or correct beginning and ending sounds only; may be due to a visual memory or processing deficit
Student spells words incorrectly; letters are sequenced incorrectly	Writing of words if reflective of English fluency level or cultural thought patterns; words may align to letter sounds or patterns of L1 (sight words may be spelled phonetically based on L1)	The student makes letter sequencing errors such as letter reversals that are not consistent with L1 spelling patterns; may be due to a processing deficit

Mathematics

Learning Behavior Manifested	Indicators of a Language Difference due to 2nd Language Acquisition	Indicators of a Possible Learning Disability
Student manifests difficulty learning math facts and/or math operations	Student lacks comprehension of oral instruction in English; student shows marked improvement with visual input or instructions in L1	Student has difficulty memorizing math facts from one day to the next and requires manipulatives or devices to complete math problems; may have visual memory or processing deficits
Student has difficulty completing multiple-step math computations	Student lacks comprehension of oral instruction in English; student shows marked improvement with visual input or instructions in L1	Student forgets the steps required to complete problems from one day to the next, even with visual input; student reverses or forgets steps; may be due to a processing or memory deficit
Student is unable to complete word problems	Student does not understand mathematical terms in L2 due to English reading proficiency; student shows marked improvement in L1 or with visuals	Student does not understand how to process the problem or identify key terms in L1 or L2; may be a processing deficit/reading disability

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TOOL #2: CONSIDERING THE INFLUENCE OF LANGUAGE DIFFERENCES AND DISABILITY ON LEARNING BEHAVIORS (CONTINUED)

Handwriting

Learning Behavior Manifested	Indicators of a Language Difference due to 2nd Language Acquisition	Indicators of a Possible Learning Disability
Student is unable to copy words correctly	Lack of experience with writing the English alphabet	Student demonstrates difficulty copying visual material to include shapes, letters, etc. This may be due to a visual/motor or visual memory deficit

Behavior

Learning Behavior Manifested	Indicators of a Language Difference due to 2nd Language Acquisition	Indicators of a Possible Learning Disability
Student appears inattentive and/or easily distracted	Student does not understand instructions in English due to level of proficiency	Student is inattentive across environments even when language is comprehensible; may have attention deficits
Student appears unmotivated and/or angry; may manifest internalizing or externalizing behavior	Student does not understand instruction due to limited English and does not feel successful; student has anger or low self-esteem related to 2nd language acquisition	Student does not understand instruction in L1 or L2 and across contexts; may be frustrated due to a possible learning disability
Student does not turn in homework	Student may not understand directions or how to complete the homework due to lack of English proficiency; student may not have access to homework support at home	Student seems unable to complete homework consistently even when offered time and assistance with homework during school; this may be due to a memory or processing deficit

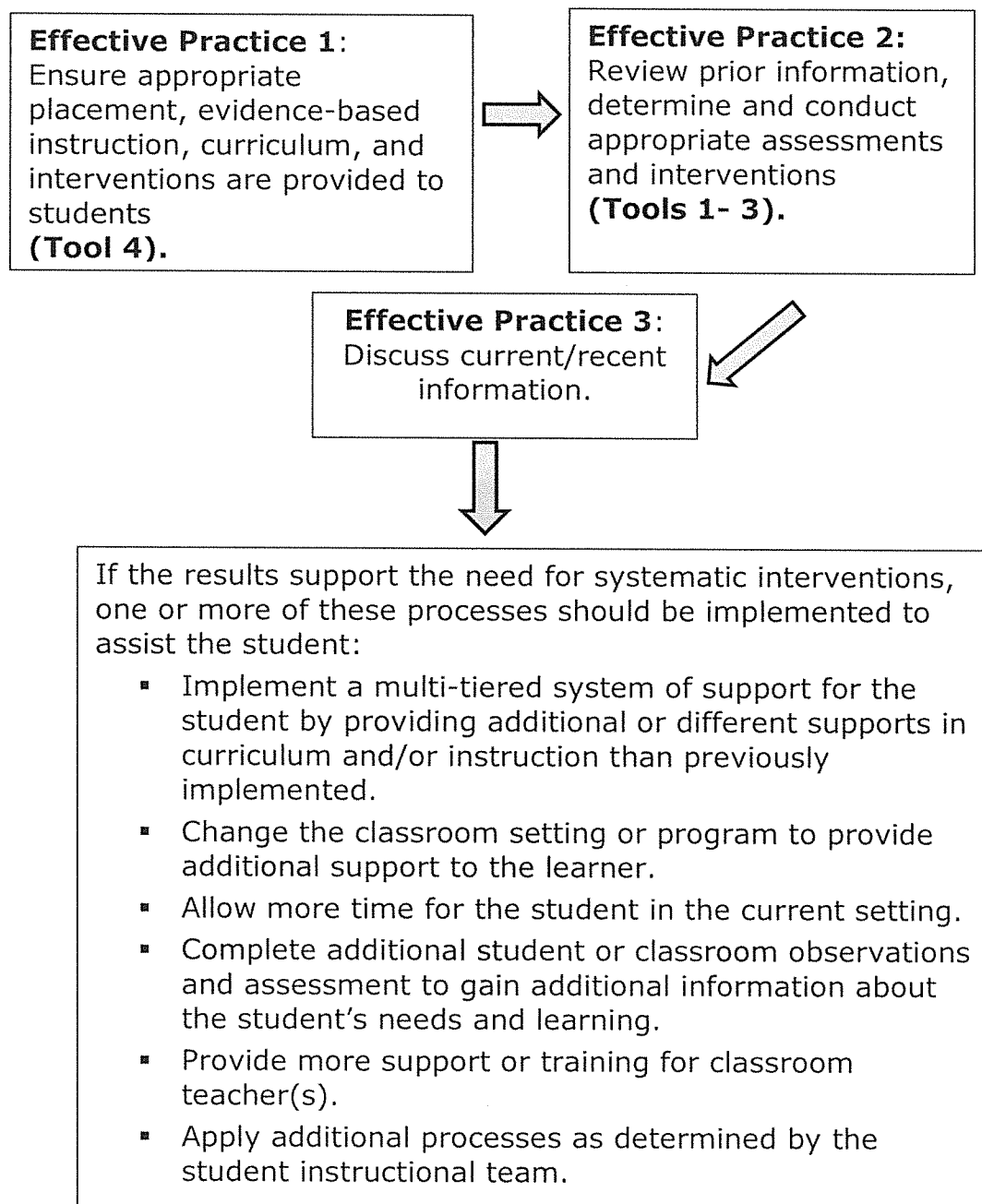
Source: Butterfield, J. (2014). *Meeting the needs of English learners with disabilities: Resource book*. Goleta, CA: Santa Barbara County Special Education Local Plan Area (SELPA), on behalf of the SELPA Administrators of California Association. Retrieved from <http://www.sbcsepa.org/wp-content/uploads/2014/06/EL-Resource-Book-Revised-6-14.pdf>.

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Determining Appropriate Curriculum, Instruction and Interventions for English Learners

Determination of appropriate instruction for EL students occurs through the application of the following effective practices (Figure 2).

Figure 2. Determining Appropriate Instruction for English Language Learners



Effective Practice 1: Ensure Evidence-Based Curriculum, Instruction, and Interventions

As discussed earlier, the research and evidence-based practices provide information as to appropriate types of programs and instruction for ELs and are described further in this section. These practices and support systems should be considered by the instructional team and program administrators. If the types of program, instructional practices, and curriculum are not clearly defined and implemented with fidelity, one or more of them may be a reason for the student's learning difficulties.

Evidence-Based Curriculum

Appropriate instruction for ELs is provided in numerous studies. A frequent reference is the report from the National Literacy Panel on Language Minority Children and Youth (August & Shanahan, 2006). The report includes the importance of intensive oral language instruction and a focus on motivating the learners. When some ELs may appear to lack motivation, the panel encourages teachers to examine whether their assignments are meaningful and relevant, at the appropriate instructional level, and comprehensible to students, and if the students have the tools needed to accomplish their assignments. In another report, Harry and Klinger (2006) support a similar focus on the explicit teaching of oral language, which they view as a prerequisite to the student's development of reading fluency and comprehension.

The first step is for the school or district to provide appropriate curriculum and instruction for the learner over an extended period. In their review, the instructional team should address the following questions:

- What was the instruction and curriculum used for the EL? What is appropriate for the student? How do you know?
- Was the instruction explicit, systemic, and implemented early? How do you know?
- Was the instruction based on assessment of the student's strengths and needs with ongoing progress monitoring? How? Were changes made in the instruction and curriculum as determined by progress monitoring data?
- Who implemented the instruction and curriculum? Was the teacher a trained EL educator or a general educator who received strong and continuous support by the EL educator or coach or someone else, such as an assistant or paraprofessional?
- Describe how the instruction and curriculum were implemented and monitored.

- How was the determination of fidelity of implementation of curriculum and instruction monitored?
- Were the instructional method and curriculum implemented within a sufficient amount of time to allow changes to occur in the student's skills level?

"Tool 4 Curriculum and Instruction Checklist" (p.89) assists the instructional team in determining if the student has received the appropriate curriculum and instruction.

*show with
ESL teachers*

Evidence-Based Instruction

Federal law describes the requirements for instruction of ELs. Specific to literacy instruction, the instructional team considers if the student has received appropriate instruction in reading, including the essential components of reading instruction. Klingner et al. (2010) recommends strategies for each literacy domain, such as oral language, word work, fluency, comprehension, cross-language connections, writing, connections at home, and community (pp. 34–37).

The instructional team should review and be confident that the core reading curriculum meets the following standards to ensure that the EL has received appropriate instruction:

- High-quality and comprehensive
- Culturally and linguistically appropriate
- Evidence-based
- Aligned with state and local grade level and grade span expectations
- Includes the essential components of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension)
- Utilizes the students' L1 literacy abilities, as appropriate

In addition, both reading and mathematics curriculum and instruction should focus on and be aligned with the instructional shifts that occur in Michigan's content standards. In reading, the instructional shifts are as follows:

- Regular practice with complex texts and their academic language
- Reading, writing, and speaking grounded in evidence from texts, both literary and informational
- Building knowledge through content-rich nonfiction

In mathematics, the four instructional shifts are the following:

- High-quality and comprehensive
- Culturally and linguistically appropriate
- Evidence-based
- Aligned with the state standards

Scientifically based mathematics programs include the essential components of mathematics instruction (conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive response), as recommended by the National Council of Teachers of Mathematics (Rutherford, 2015) (see <http://www.nctm.org/Publications/Teaching-Children-Mathematics/Blog/What-Do-the-Standards-for-Mathematical-Practice-Mean-to-You>).

Similar to literacy instruction, it is recommended that ELs be screened for potential problems in mathematics, identified if risk factors are determined, and provided targeted supplemental instruction. Gersten, Beckmann, Clarke, Foegen, Marsh, Star, and Witzel (2009) identified the following effective mathematics practices:

To HS math Teachers

- Instructional materials focus on in-depth treatment of whole numbers in kindergarten through Grade 5 and on rational numbers in Grades 4 through 8.
- Instruction during intervention should be explicit and systematic by providing models for problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review.
- Interventions should include instruction on solving word problems that are based on common underlying structures.
- Intervention materials should include opportunities for students to work with visual representations of mathematical ideas, and interventionists should be proficient in the use of visual representations of mathematical ideas.
- Interventions at all grade levels should devote about 10 minutes in each session to building fluent retrieval of basic arithmetic facts.
- The progress of students receiving supplemental instruction and other students who are at risk should be monitored.

In supporting the instruction, scientifically based curricula must be used; that is, the curricula should apply rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education

activities and programs; it should employ systematic, empirical methods that draw on observation or experiment; and it should involve rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn [see ESEA Sec 9101 (37)].

Instruction and curriculum need to adhere to the cognitive and linguistic abilities and interests of ELs. Classroom teachers need to consider:

- What are the supplemental materials that are available and linguistically appropriate for ELs?
- Do school or district data sets determine that the selected curriculum is impacting the learning of the students?

The learning environment must be responsive to ELs both linguistically and culturally, remembering that the students are gradually learning a new language while simultaneously learning new content. Therefore, linguistically accessible, grade-level appropriate, and culturally relevant curriculum and instruction are needed. An excellent resource for teachers to use when considering the skills needed by their ELs is the "Overview of the Common Core State Standards Initiatives for ELLs" (TESOL International Association, 2013).

Implementation Integrity

To assess the integrity of curriculum implementation, several factors should be examined through existing mechanisms, such as the district leadership process, district improvement process, curriculum review and adoption process, professional development plans, integrity checklists, and school and classroom walk-throughs. These factors include:

- The length of time the curriculum has been in place in the school.
- The amount of training the teachers received in using the curriculum and supplemental instruction.
- The degree to which the teachers implemented the prescribed instructional procedures and materials associated with the core curriculum and supplemental instruction.
- The degree to which the teachers used effective instruction methodologies and techniques (e.g., differentiation, scaffolding, frequent opportunities to respond with corrective feedback).
- The length of time the student was taught the curriculum

Appropriate Interventions in the Classroom

If it is determined that the EL needs additional support, several interventions are considered appropriate in Michigan. The most common system used is the multi-tiered system of supports (MTSS). The school or

district determines the support system to use, but the system must be adjusted to fit the needs of ELs. The student instructional team must determine the appropriate interventions, develop those interventions, and implement and monitor the fidelity of implementation. The team must review for the following evidence:

- Interventions were scientific, research-based, and represent instructional effective practice for each of the student populations being served and were of sufficient intensity (e.g., interventions should be described and documented on Intervention Plans).
- Interventions were delivered with fidelity by qualified personnel (e.g., written observations of delivery of interventions, interview checklists or self-evaluation checklists that monitor integrity of intervention).
- Interventions were implemented for a sufficient amount of time to allow changes to occur in the student's skills level. ("Sufficient" time will vary depending on such factors as initial baseline performance level, skill area, intensity of intervention, intervention program recommendations from publisher for fidelity, and age of student.)
- Changes were made to an intervention when progress-monitoring data indicated the student was not making progress (e.g., intervention plans, personal literacy plans, and progress monitoring graphs).

Documentation of progress monitoring should include both a visual display of the student's response to intervention (i.e., aim line, trend line), and a quantitative index of the student's rate of improvement, determined by the student's slope of progress. The rate of improvement is the amount of improvement divided by the time devoted to it.

Information on progress monitoring assessments and calculating the slope of progress can be found at the National Center of Progress Monitoring (www.progressmonitoring.org), the RTI Action Network (www.rtinetwork.org), and the Vanderbilt University's IRIS Center (www.iris.peabody.vanderbilt.edu).

Multiple measures must be used to make educational decisions for ELs to ensure accuracy of identifying students' strengths and areas of need. Standardized tests tend to lack cultural sensitivity to the unique needs of ELs, have not been standardized on groups of ELs, and, therefore, are not appropriate to measure ELs' achievement. Curriculum-based assessments, dynamic assessment frameworks, and performance-based measures aligned to ESL curriculum and instruction that are evidence-based are appropriate in examining progress for ELs.

An EL's performance should be compared to other ELs in the same program *in addition* to non-EL peers. Because an EL might score low on a standardized measure that is conducted in English—in which the student is not yet proficient nor is the measure normed on ELs—it is important to examine the EL's progress on WIDA levels.

The student's progress in English language acquisition, based on evidence or research-based intervention, is regularly monitored to determine whether the student (or a group of comparable ELs) is progressing with the current curriculum and instructional program. This determination must be made before changing the interventions. ELs' alternative language program (ALP) services, although important and necessary, should not be the only interventions considered under the MTSS process. The ALP should be considered as part of core instruction provided by the district to remove language barriers to learning the academic content. It should be used prior to determining whether intervention for smaller groups of individuals, or individuals within that group, is needed.

Specific Intervention Models used in Michigan

Intervention through MTSS: MDE supports the use of a multi-tiered system of supports (MTSS), which is defined as an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral health needs of *all* learners. Experience has demonstrated that in order to increase achievement, successful systems plan their improvement efforts collaboratively. Developing one common plan for improvement streamlines the school's and district's efforts and resources to maximize improvement for all learners. By strategically embedding a MTSS framework into the district and school improvement plan, a school system sets itself up for continuity and alignment in the implementation of a research-based system.

The MTSS used with ELs incorporates both academic and behavioral issues to assist all students with an additional emphasis on English language development and instruction. Michigan's MTSS includes eleven essential elements arranged by 5 cluster areas:

1. Instruction and Intervention

- *Effective instruction for all learners.* A unified system of comprehensive service delivery requiring significant general and special education system change used to meet the needs of all learners.
- *Early intervention.* All learners are screened through assessments several times per year to identify learners who are not making

expected progress. These learners are provided with targeted interventions and monitored for progress on an ongoing basis.

- *Multi-tiered model of instruction and intervention.* Levels of intervention used to meet the learning needs of all learners.
 - Tier 1 is the research-based core curriculum and classroom interventions that will be available to all learners and effectively meet the needs of 80 percent to 85 percent of the students.
 - Tier 2 is a targeted group of interventions serving approximately 15 percent of the learners. These supports are provided in addition to the continuation of Tier 1 instruction. Learners will move fluidly between Tier 1 and Tier 2.
 - Tier 3 interventions serve approximately 5 percent of the learners. Learners at this level receive intense individual interventions while continuing to receive Tier 1 instruction. Based on their performance, learners move fluidly between all three tiers.

2. Data and Assessment

- *Monitor student progress to inform instruction.* Teachers use relevant data to measure, on an ongoing basis, student progress to inform their educational decision making and impact what they are doing to improve student achievement.
- *Data-based decision making.* The district, school, and staff use data to guide all of their instructional decisions.
- *Use assessments for three purposes: universal screening, diagnostics, and progress monitoring.* Staff members use an assessment to screen the instructional needs of all learners. As learners are identified for more intensive instruction or interventions, staff members use diagnostic assessments to identify the specific learning needs of all learners. Staff members monitor the progress of the student to inform their ongoing decision making.

3. Stakeholder Engagement

- *Engage families and community.* Families and community are engaged and informed in the instructional process.

4. Implementation Evidenced-Based Practices

- *Research-based core curriculum* (aligned with Michigan's state standards). The curriculum is aligned with the Michigan standards

to ensure that learners are exposed to curriculum that has demonstrated effectiveness in meeting the learning needs of at least 80 percent of the student population.

- *Research and evidence-based, scientifically validated, instruction and interventions.* The district, school, and teachers use instruction and interventions that have been validated through research and evidence as having a substantial impact on student achievement.
- *Implement with fidelity.* Staff members implement instructional and intervention practices according to the intent of the research base.

5. Problem Solving

- *Collaborative problem solving model.* A structured, systematic problem-solving model based in general education identifies student learning needs, analyzes learning problems, and guides instructional decisions.

For more information, refer to the following MTSS link:

<http://www.michigan.gov/mtss>

Intervention Through Response to Intervention (RtI)

Many of Michigan's schools apply the RtI model. Both RtI and MTSS follow the same intervention processes. RtI integrates assessment and intervention within a multilevel prevention system to maximize student achievement and to reduce behavioral problems. RtI schools use data to identify students who are at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions, adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities. Although discussions in the field frequently refer to "tiers" to designate different interventions, RTI terms are described as "levels" rather than tiers to refer to three prevention foci: primary *level*, secondary *level*, and tertiary *level*. Within each of these levels of prevention, there can be more than one intervention as described in the Center on Response to Intervention website (<http://www.rti4success.org/essential-components-rti/multi-level-prevention-system>).

MTSS promotes many of the same supports and components as RtI:

- Uses high-quality standards and research-based, culturally and linguistically appropriate instruction with the belief that every student can learn

- Integrates a data collection and assessment system, including universal screening, diagnostics, and progress monitoring systems to inform decisions appropriate for each tier of service delivery to students
- Relies on a problem-solving systems process and method to identify problems, develop interventions, and evaluate the effectiveness of the interventions in an MTSS delivery
- Seeks and implements appropriate research-based interventions
- Uses schoolwide and classroom research-based positive behavioral supports for achieving important social and learning outcomes
- Implements a collaborative approach to analyzing student data and working together during the intervention process

MTSS has a broader scope when compared to RtI in that MTSS includes the following:

- "Focusing on aligning the entire system of initiatives, supports, and resources
- Systematically addressing support for *all* students, including high achievers
- Setting higher expectations for all students through intentional design and redesign of integrated services and supports rather than selection of a few components of RtI and intensive interventions
- Endorsing universal design for learning instructional strategies through differentiated content, processes, and product
- Integrating instructional and intervention support so that systemic changes are sustainable and based on CCSS-aligned classroom instruction." (California Department of Education, 2015) (see <http://www.cde.ca.gov/ci/cr/ri/mtsscompri2.asp>).

Effective Practice 2: Review Prior Information, Determine and Conduct Appropriate Assessments and Interventions

For Best Practice 2, before conducting any new assessments, information from prior assessments and sources should be obtained and reviewed. These should include the school records noting number of days tardy, attendance rates, and grades; scores on the standardized language proficiency tests (WIDA); and results from other formal assessments. The instructional team (classroom teacher, EL teacher, special education teacher as needed, interventionist, etc.) should review summaries from informal assessments of the classroom teachers and EL teachers, such as teacher logs, teacher observations, student projects, and oral language and writing samples. At the middle and secondary levels, information should be received across the content areas for problem areas. Based on the review of these results and the data in Effective Practice 2, such as determining if the student is receiving instruction that reflects effective practices for ELs, the team determines the additional assessments to be conducted.

Factors that should be considered when determining assessments for an EL student include the following:

Using Appropriate Assessment Materials and Processes

As with any assessment, it is critical that the right person conduct the assessment using the right protocol. An experienced bilingual educator or an English language educator and a school psychologist with knowledge about ELs should determine the appropriate materials and procedures to assess an EL. The assessment must clearly assess content knowledge and cognitive skills rather than English language skills. The following factors are required when assessing an EL:

- Collaborate with an EL educator regarding student information that will facilitate assessment procedures.
- Obtain information from classroom teachers and others who have frequent contact with the student.
- Use culturally fair, bilingual assessments (if applicable), and unbiased assessment tools, and rule out the presence of cultural and linguistic factors when assessing students from diverse backgrounds.
- Follow appropriate procedures for the use of interpreters and translators.

Utilizing Interpreters

When an EL student is not proficient enough to understand oral or written communication and directions, a licensed interpreter who speaks the

student's native or primary language should be involved during all parts of the evaluation, including student testing, collecting information or communication samples, and communicating with the student's parents. An interpreter who joins the evaluator or assessor must be adequately trained on specific procedures and how to interpret educational terms and processes prior to joining the assessment team. This training and adhering to proper protocol will ensure assessment validity.

Applying Progress Monitoring Tools

In combination with formal assessments, progress-monitoring tools assist in providing additional information to interpret the assessment results.

Progress monitoring tools consider how the student's **rate of progress** compares to the **expected rate of progress**. The student's area of concern is defined in measureable terms, is monitored with an objective, valid, ongoing assessment tool that is directly linked to the area of need with the results monitored over time to ensure reliability. All progress-monitoring tools and methodology must be culturally and linguistically appropriate. The student's baseline level of performance is established at the start of an intervention. A goal is decided on that can be realistically reached in a reasonable time. The student's performance data are collected weekly to determine the student's response to the intervention. If the student's response is not consistent with the goal, modifications are made to the intervention. A comparison of expected rate with actual rate is made. When making decisions about rate of educational progress, teams must clearly identify the standard to which progress will be compared. Three standards for evaluating students' rate of progress have been identified: Research Sample Norms, Local School/District Norms, and Criterion-Referenced Benchmarks (Hoover, 2012; Shinn, 1989). In each instance, individual student's growth rates are compared to the expected rate of progress within each grade as found in a research sample, a local norm sample, or an expected rate of progress to meet criterion-referenced benchmarks or grade-level equivalents.

Effective Practice 3: Discuss current information

In Effective Practice 3, the student instructional team examines the data for an evidence that the student has not made sufficient progress even after the provision of intensive interventions. Refer to Tools 1-3 (appendices) for recommended data gathering questions to assist in gathering appropriate and necessary information on the student. Additional tools are included in the Office of Civil Rights and Department of Justice letter listed in the reference section. If the team suspects a disability, they must request an evaluation for special education. In summary, the district should follow Effective Practices 1-3 (as outlined in the flow chart on page 21). Districts may require the specific

documentation be kept in the student's file. A listing of the questions for this data collection about student background, curriculum, and instruction is available in Tools 1-4, pp. 76-90.

Child Find Obligations

When a district suspects a student has a disability, SEAs and LEAs have a federal obligation under the Child Find activities of the IDEA (Appendix A). These activities are undertaken for children who are suspected of having a disability and who may need special education services. The IDEA states:

The State must have in effect policies and procedures to ensure that—All children with disabilities residing in the State, including children with disabilities who are homeless children or are wards of the State, and children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated.” 34 CFR § 300.111(a)(1)

If at any time during an MTSS intervention process the district has reason to suspect that a student has a disability, the use of MTSS does not diminish a district's obligation under the IDEA to obtain parental consent and evaluate a student in a timely manner.

According to 34 CFR §300.301(b), a parent of a child or a public agency may initiate a request for an evaluation to determine if a child is eligible for special education programs and services. Once this request for an evaluation is made, then the timelines of the Michigan Administrative Rules for Special Education at R 340.1721b begin. Within 10 school days of receipt of a written request for any evaluation, the public agency shall provide the parent with written notice consistent with 34 CFR § 300.503, and if the LEA is going to evaluate, it must obtain parental consent.

Once the district receives the parental consent for an evaluation, the district has 30 school days to determine the student's eligibility and provide notice of an offer of a free appropriate public education. The timelines for an initial evaluation are found in R 340.1721b and are outlined in Appendix B.

Evaluation Process

In Michigan, an evaluation for eligibility for special education is conducted by a multidisciplinary evaluation team that includes a minimum of two persons who are responsible for evaluating a student suspected of having a disability. The required evaluators are outlined in the eligibility categories found in the Michigan Administrative Rules for Special Education R 340.1705-1717 and are outlined in the following chart.



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LSD English Learner Academic Resource Toolkit

The following resources listed below have identified by the Bilingual Department to support ESL services students at the preK-12 and adults levels

Topics

- ✓ Toolkits – (Pg. 2)
- ✓ WIDA Standards– (Pg. 2)
- ✓ Academic English– (Pg. 3)
- ✓ Early Childhood and Elementary Education– (Pg. 3)
- ✓ Secondary Education– (Pg.4)
- ✓ Subject Content Area Support– (Pg. 4)
 - Teaching Civics and Social Studies– (Pg. 4)
 - Teaching Science– (Pg.4)
 - Teaching Math– (Pg. 5)
 - Teaching English Language Arts– (Pg. 5)
 - Professional Learning Opportunities– (Pg. 5)
 - SIOP (Pg. 5)
- ✓ Formative Assessment– (Pg. 6-8)
- ✓ Available Materials – (Pg. 8)

- ✓ Cross-Cultural Parenting– (Pg. 8)
- ✓ Adult Education– (Pg. 9)
- ✓ Technology– (Pg. 9)

Toolkits: English Learner Program design

<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/eltoolkit.pdf>

The 10 chapters of the *EL Tool Kit*, originally published in serial form over a number of months, correspond to the 10 sections of the January 2015 DCL. Each chapter provides (1) explanations of the civil rights and other legal obligations to ELs; (2) checklists SEAs, LEAs, and schools can use as self-monitoring tools; (3) sample tools that may be used or adapted for use in SEAs, LEAs, and schools to aid with compliance; and (4) additional resources that may provide further relevant information and assistance.

<https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/index.html>

The Newcomer Tool Kit is designed to help U.S. educators; elementary and secondary teachers, principals, and other school staff who work directly with immigrant students—including asylees and refugees—and their families.

<http://www.brycs.org/publications/schools-toolkit.cfm>

Refugee Children in U.S. Schools: A Toolkit for Teachers and School Personnel

In collaboration with the Office of Refugee Resettlement, Bridging Refugee Youth and Children's Services (BRYCS) has developed Refugee Children in U.S. Schools: A Toolkit for Teachers and School Personnel in order to support and assist schools with large numbers of refugee students.

WIDA Standards

Everything WIDA does revolves around the significance of academic language and how to empower language learners to reach for success. The following are some of the guiding documents, academic references, and efforts to share this message with the educational community.

<https://www.wida.us/aboutUs/AcademicLanguage/>

- ✓ The Can Do Philosophy
- ✓ The WIDA Guiding Principles of Language Development
- ✓ Complete Reference List for the WIDA Principles

- ✓ The WIDA Standards Framework and its Theoretical Foundations

Academic English

This article helps educators understand the role that academic language plays in their classrooms and their students' ability to fully participate in classroom activities and assignments.

<http://www.colorincolorado.org/article/academic-language-and-ells-what-teachers-need-know>

8 Strategies for Teaching Academic Language

<https://www.edutopia.org/blog/8-strategies-teaching-academic-language-todd-finley>

There were 78 strategies chosen to provide resources to k-12 teachers and other school staff who work with a variety of students.

<http://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies>

Early Childhood and Elementary Education

<http://multiculturalchildrensbookday.com/multicultural-reading-resources/diversity-book-lists-for-kids/>

<http://multiculturalchildrensbookday.com/wp-content/uploads/2017/01/Kindness-Classroom-Kit-cover3.pdf>

Literacy Instruction for ELs. From Colorín Colorado website:

<http://www.colorincolorado.org/literacy-instruction-ells>

Research on Teaching Reading. From WETA website:

<http://www.readingrockets.org/article/what-does-research-tell-us-about-teaching-reading-english-language-learners>

Effective ELA Instruction for ELs in Elementary Grades. From Institute of Education Sciences website: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/20074011.pdf

Secondary Education

Schools to Learn From: How Six High Schools Graduate English Language Learners College and Career Ready profiles six public high schools that have demonstrated extraordinary academic outcomes for English Language Learners (ELLs). U.S. schools are currently considering the educational needs of ELLs like never before.

<https://www.scribd.com/doc/299098696/Schools-to-Learn-From>

The guide addresses instructional elements to effectively meet learners' needs, as well as organizational elements of programs designed to support teaching and learning. This document will be particularly helpful to those administrators and teachers endeavoring to create or improve programs that serve newcomers.

<http://www.centeroninstruction.org/files/ELL2%2DNewcomers%2Epdf>

The National Clearinghouse for English Language Acquisition website provides access to useful Information that can help stakeholders advance ELs education and It also provides demographics and Performances.

<http://www.ncela.ed.gov/>

Subject Content Areas Support

This article provides an overview of how to use language objectives in content-area instruction for English learners and offers classroom-based examples from different grade and subject levels. http://www.colorincolorado.org/article/language-objectives-key-effective-content-area-instruction-english-learners?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term

Teaching Civics and Social Studies

Lesson Plan on American Immigration for Middle School. From American Immigration Council website: <http://www.immigrationpolicy.org/category/lesson-plans/middle-school-lesson-plans>

Lesson Plan on American Immigration for Elementary School. From Kennedy Center website: <http://artsedge.kennedy-center.org/educators/lessons/grade-3-4/>

America A_Home_for_Every_Culture#Preparation

Lesson Plan Ideas From The New Americans Series: Grades 7–12. From PBS website: http://www.pbs.org/independentlens/newamericans/foreducators_index.html

Library of Congress Lesson Plans on Immigration. From Library of Congress website: <http://www.loc.gov/teachers/classroommaterials/themes/immigration/lessonplans.htm>

Library of Congress Lesson Plan: “What is an American?,” Grades 9–12. From Library of Congress website: <http://www.loc.gov/teachers/classroommaterials/lessons/american/index.html>

Preparing Social Studies Lessons. From Colorín Colorado website: <http://www.colorincolorado.org/article/preparing-engaging-social-studies-lesson-english-language-learners>

Teaching Science

Strategies for Teaching Science. From The Sourcebook for Teaching Science webpage:
<https://www.csun.edu/science/ref/language/teaching-ell.html>

National Science Teachers Association Strategies for Teaching Science. From NSTA website:
<http://www.nsta.org/about/positions/ell.aspx>

Strategies for Teaching Science Vocabulary. From Learn NC website:
<http://www.learnnc.org/lp/pages/7079>

Lesson and Materials for Teaching Science. From Your Dictionary website:
<http://esl.yourdictionary.com/esl/esl-lessons-and-materials/tips-for-teaching-science-to-esl-students.html>

Helping English Learners Understand Science. From United Federation of Teachers website:
<http://www.uft.org/teacher-teacher/helping-esl-students-science-class>

Teaching Math

Ten Tips for Teaching Math. From Scholastic website:
<http://www.scholastic.com/teachers/article/10-ways-help-ells-succeed-math>

Academic Supports for Math. From Stanford University website:
http://ell.stanford.edu/teaching_resources/math

Tips for EL Math Instruction. From Colorín Colorado website:
<http://www.colorincolorado.org/article/math-instruction-english-language-learners>

EL Classroom Supports. From Education Development Center website:
<http://ltd.edc.org/supporting-english-learners-mathematics-classroom>

Teaching English Language Arts

English Language Arts (ELA) Instructional Ideas. From ASCD website:
<http://www.ascd.org/ascd-express/vol5/511-breiseth.aspx>

Professional Learning

SIOP: Making Content Comprehensible for ELLs

The Sheltered Instruction Observation Protocol (SIOP) was developed to make content material comprehensible to English Language Learners. This model is the result of the work of Jana Echevarria, MaryEllen Vogt and Deborah J. Short.

http://www.everythingsl.net/in-services/using_siop_model_08621.php.php

<http://www.pearsonschool.com/index.cfm?locator=PS2rWo>

<http://hopemiddle.weebly.com/-8-components-of-siop.html>

Formative Assessments

The Institute is currently piloting interactive, classroom-embedded assessments in middle school science and mathematics. The assessments aim to be accessible to English learners and valid and reliable for all students. Funded by the U.S. Department of Education's Institute of Education Sciences (IES), the Technology-interactive, Classroom-embedded Modules for Measuring Challenging Math and Science Skills of ELs is the IIA's latest project in partnership with the Council of Great City Schools. If you are interested in joining the pilot, please contact us at iiainfo@wcer.wisc.edu.

<http://iiassessment.wceruw.org/>

Formative assessments for Maryland Educators

<http://msde-fame.blogspot.com/p/visuals.html>

Compiled by Shereen Tabrizi, Ph.D. for MI's educators:

"Formative assessment is a PROCESS used by teachers and students DURING instruction that provides FEEDBACK TO ADJUST ongoing teaching and learning to IMPROVE students' ACHIEVEMENT of intended instructional outcomes (Popham, 2008). Educators use formative assessments to find out how students are meeting their learning targets, and most importantly, to decide what new goals might be set for them. The formative assessment process requires an assessment **task** (during instruction) and an assessment **tool**, which will help keep a record of the feedback. It is this tool that makes formative assessment formal instead of informal. Examples of assessment tools include:

• Checklists • Rating scales • Rubrics • Anecdotal records • Surveys/interviews • Paper/pencil tests • Observations

Focusing Formative Assessment on the Needs of English Language Learners by *Laura Alvarez, Sri Ananda, Aída Walqui, Edynn Sato, and Stanley Rabinowitz* . Retrieved at:

https://www.wested.org/wp-content/files_mf/1391626953FormativeAssessment_report5.pdf

Formative Language Assessment for English Learners: A Four-Step Process
by [Rita MacDonald](#) (Author), [Timothy Boals](#) (Author), [Mariana Castro](#) (Author), [H. Gary Cook](#) (Author), [Todd Lundberg](#) (Author), [Paula A. White](#) (Author)

Resources and examples:

1. A useful booklet on formative assessment **by Natalie Regier**.
http://www.stma.k12.mn.us/documents/DW/Q_Comp/FormativeAssessStrategies.pdf
2. The Council of Chief State School Officers (CCSSO) compiled a handbook that has practical examples
http://ccsso.org/Documents/2008/Formative_Assessment_Examples_2008.pdf
3. 54 ways for formative assessment:
http://cmrweb.gfps.k12.mt.us/uploads/2/7/3/6/27366965/formative_assessment_ppt.pdf
4. Examples of formative assessments (state of VA)
<https://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html>
5. Tools for checking for understanding:
http://www.levy.k12.fl.us/instruction/instructional_tools/60formativeassessment.pdf
6. Here are 12 formative assessment examples that are easy for a teacher to implement right away.
 - 1) Postcards From the Past
Have students adopt the personality of a historical figure and write a postcard to another historical figure from the same era, discussing a significant event that has just occurred.
 - 2) Collage or Poster
Ask students to make a collage or poster from magazine photos to demonstrate understanding of a concept.
 - 3) Journal
Students periodically record their thoughts and feelings about how they are progressing in the class. They can also share feelings about particular assignments or indicate areas in which they may be experiencing difficulties in the classroom, either with the material, the teacher, or their classmates.
 - 4) Doodle
Challenge students to use a drawing rather than words to show understanding of a concept.
 - 5) Caption Photos
Choose three photos that represent a process. Ask students to caption each photo.
 - 6) Metacognition Table
At the end of class, each student answers the following questions presented to them on index cards:
 - ✓ What did we do in class?
 - ✓ Why did we do it?
 - ✓ What did I learn today?
 - ✓ How can I apply it?
 - ✓ What questions do I have about it?
 - 7) Four Corners
This is a great way to encourage dynamic movement while learning multiple-choice questions. Designate each corner of the classroom to represent A, B, C, and D. Students go to the corner that they believe corresponds with the correct answer.

8) Vote with Thumbs

Ask the class if they understand a concept. A thumbs up is “yes”, thumbs down is “no,” and “not sure,” is thumbs middle.

9) Stop & Go Cards

Students create index cards with a large green marker circle on one side and red on the other. If they are following along and understanding the lesson, the green side of their card is upright and visible to you. When they do not understand something and need clarification, they flip the card to show you the red side.

Here is [an alternative method that can be downloaded](#) for free and printed on colored card stock for quick use.

10) Twitter Board

Students summarize what was learned in a lesson using 140 characters. Pin small strips of paper to a poster or corkboard to resemble a Twitter feed.

11) Roll the Die

- [Put a die at each desk](#). At the end of class, each student rolls and briefly answers aloud a question based on the number rolled:
 - I want to remember ...
 - Something I learned today
 - One word to sum up what I learned
 - Something I already knew
 - I’m still confused about ...
 - An “aha” moment that I had today

12) Enthusiasm and Learning Formative Assessment Example Chart

[This chart is great](#) for not only collecting feedback, but also introducing scatter plots to students. Students rank what they learned that day and how much they enjoyed the lessons. They then elaborate on a Post-It, offering details about what they found helpful to them in having a successful learning day. They can also share what prevented them from having a fulfilling day. Compile the data and discuss it in class the next day.

For more, see:

- ✓ 4 Ways to Use Project-Based Learning to Support English Language Learners
- ✓ 5 Best Practices for Supporting Refugee ELL Students
- ✓ Next-Gen Personalized Learning for ELL Students

Cross-cultural Parenting

http://www.brycs.org/documents/upload/parenting_manual.pdf

<http://www2.ed.gov/about/offices/list/oela/webinars/new-americans/index.html>

https://www.whitehouse.gov/sites/default/files/docs/final_tf_newamericans_report_4-14-15_clean.pdf

Newcomer Toolkit- Chapter 3 pg. 15-16

Available Materials

Dictionaries

<http://www.bilingualdictionaries.com/index.php/shopping/basic-esl.html>

(Insert link to with bilingual resource room offerings)

Adult Education

LINCS ESL Pro Resources Materials. Three thematic suites of material have been produced by LINCS ESL Pro. These materials are freely available on the LINCS website, and ten states received technical assistance in providing professional development on these topics. Each suite has an issue brief, companion learning resource, and online professional development module

<https://lincs.ed.gov/programs/eslpro>

You want me to do what? Adding Rigor to Beginning Level English Language Classrooms

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<https://www.livecareer.com/career-tips/career-advice/soft-skills-in-demand>

<https://morethanenglish.edublogs.org/for-teachers/blooms-revised-taxonomy/>

<https://lincs.ed.gov/programs/eslpro/meetin-the-language-needs-of-todays-english-language-learner>

Pre-literacy and Beginning literacy: Rigor with low level English proficient adults

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<https://lincs.ed.gov/programs/eslpro/meetin-the-language-needs-of-todays-english-language-learner>

Increasing Rigor – A Focus on Language Strategies

Jodi Keller, Lakeshore Technical College, Cleveland, Wisconsin

Jodi.keller@gotoltc.edu

Increasing Rigor Through Academic Language in Career Pathway Bridge Programs

Shawn Jensen, Northeastern Wisconsin Technical College, Green Bay, Wisconsin

Shawn.jensen@nwtc.edu

<https://www.scholastic.com/teachers/articles/teaching-content/top-10-terms-students-need-know-be-successful-standardized-tests/>

Increasing Rigor with Note-taking Tasks

Ginger Karaway, Gateway Technical College, Kenosha, Wisconsin

karawayg@gtc.edu

<http://lincs.ed.gov/professional-development/resource-collections/profile-418>

Technology

This article shows how technology, combined with second language (L2) theories, may be effective when working with ELs in classrooms.

<http://www.cluteinstitute.com/ojs/index.php/JIER/article/viewFile/7878/7937>

Appendix K. Assessments

Appropriate Screening and Progress Monitoring—Overview

Brown, J. E., & Sanford, A. (2011). *RTI for English language learning: Appropriately using screening and progress monitoring tools to improve instructional outcomes*. Retrieved from <http://www.rti4success.org/sites/default/files/rtiforells.pdf>

The following is a list of assessments available for gathering additional information to help determine whether an EL is eligible for special education services. Assessments must be selected that are not discriminatory on a racial or cultural basis. When a nondiscriminatory evaluation instrument cannot be found, the decision-making team must be made aware of the limitations of the instrument.

In addition, as mentioned earlier, the school must ensure that the evaluations are administered in the language most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to provide or administer. All assessments must be administered by qualified or licensed professionals. Tests normed solely on native English-speaking students have limited validity for ELs and must be viewed in that light. Using more than one measure or assessment to determine whether a child has a disability and to determine an appropriate educational program is required. Tests are only one source of information, and therefore, it is required to gather evidence from multiple sources (such as past educational history and teacher input) as noted earlier in this guide.

Bilingual and Culture Fair Assessments

Aprenda

Aprenda is a Spanish achievement test for native speakers of Spanish from kindergarten through grade nine. It is available through Harcourt Assessment, Inc. Apenda III was introduced in 2005. It is used to assess student achievement and critical thinking skills in reading, mathematics, language arts, science, and social sciences.

Bilingual Verbal Ability Test (BVAT)

Available through Riverside Publishing, the BVAT is a test to evaluate a bilingual student's academic readiness, assist in placing a bilingual student in an appropriate program, and plan a suitable program for the student. The overall test score is based on the student's knowledge and reasoning skills using both English and the student's native language. It is available in the following 15 languages: Arabic, Chinese, English, French, German,

Haitian-Creole, Hindi, Italian, Japanese, Korean, Polish, Portuguese, Spanish, Turkish, and Vietnamese.

The test consists of three individually administered parts:

- **Picture Vocabulary**—The student names a pictured object with the pictures gradually becoming more difficult. This measures word retrieval ability.
- **Oral Vocabulary**—Again, the test questions gradually become more difficult as the student is required to give synonyms and antonyms. These questions measure knowledge of word meaning.
- **Verbal Analysis**—Students are required to figure out the relationship between two words and then find a word that fits the same relationship to a third word. This part measures verbal reasoning.

Administration of all parts is done in English first. When a student gives an incorrect response, it is then readministered in his or her native language. Scores can be interpreted as either age-based or grade-based.

Language Assessment System Links in English or Spanish

Assesses English or Spanish language ability and proficiency from kindergarten through Grade 12. Helps to determine primary language proficiency. Assesses listening, speaking, reading and writing skills in one or both languages.

Logramos

The Logramos is a Spanish achievement test for mathematics, language, reading comprehension, word analysis, vocabulary, and listening comprehension. Spanish-dominant students from kindergarten through 12th grade can be given the test to determine their native language proficiency and to help with their instruction. Logramos is a group administered assessment available through Riverside Publishing.

TONI-4

Available through Pearson, the TONI-4 is a language-free assessment of nonverbal intelligence and reasoning abilities. A culturally reduced test, it is a measure of problem solving, abstract reasoning intelligence, and aptitude that does not require reading, writing, speaking, or listening. It is appropriate for those who have or are believed to have disorders of communication or thinking such as language disability, stroke, disease, head injury, or other neurological impairment. Responses simply require and individual to nod, point, or give a symbolic gesture to indicate a response. It measures nonverbal intelligence by requiring test takers to

answer with meaningful gestures such as pointing, nodding, or blinking.
Ages: 6 through 89 years.

Brigance Diagnostic Assessment of Basic Skills (Spanish)

Published by Curriculum Associates, Inc., the Brigance Diagnostic Assessment of Basic Skills can be administered to ELs from kindergarten through sixth grade. It is a test for students whose native language is Spanish to determine whether a student's weakness is due to limited English proficiency or to a specific learning disability. In addition, it can be used to determine language dominance or to establish if a student is working at grade level in academic subjects in Spanish.

The test consists of eight sections:

- Readiness
- Speech, listening, oral reading
- Word recognition, word analysis, vocabulary
- Reading comprehension
- Spelling, writing
- Number, number facts
- Computation-whole numbers, fractions, decimals
- Math problem solving

A student does not need to take all sections of the test as the teacher or test administrator is encouraged to mark off skills that he or she knows that the student has already mastered. The test is administered individually and is untimed.

Raven's Progressive Matrices measures an individual's ability to understand perceptual relations and to reason by analogy, independent of language, motor skills, and formal schooling. The Standard Progressive Matrices is designed to minimize language demands. It consists of multiple-choice questions to assess cognitive abilities. The test is standardized with a variety of cultural groups from China, Russia, India, Kuwait, and Africa to European nations.

Kaufman Assessment Battery for Children, Second Edition (KABC II)

KABC II subtests are designed to minimize verbal instructions from the test administrator and responses from the student. Test items contain minimal cultural content so that children of diverse backgrounds can be assessed more fairly. A range of scales and subtests provides a detailed

analysis of cognitive abilities, including comprehension-knowledge ability, visual/simultaneous processing, sequential/short term memory, planning/fluid intelligence, and long-term memory.

Leiter International Performance Scale, Third Edition (Leiter-3)

Provides a nonverbal measure of intelligence that may be used for ELs, hearing impaired, speech impaired, cognitively delayed, or students on the Autism Spectrum. It assesses cognitive potential (nonverbal IQ, attention/memory, processing speed and nonverbal memory) in children, adolescents and adults ages 3 years to 75 plus years.

Bateria III Woodcock-Munoz NU is the parallel Spanish language version of the Woodcock Johnson III NU Tests of Cognitive Abilities. These tests are designed to provide comprehensive information about cognitive abilities and processing strengths and weaknesses. The cognitive battery provides a language-reduced Broad Cognitive Ability score and a bilingual General Intellectual Ability score. It also provides CALP levels.

Stanford-Binet Intelligence Scales, Fifth Edition (SB5)

Provides enhanced nonverbal/low verbal content that requires minimal verbal responses. As a battery of cognitive tests, SB5 provides five factors of cognitive ability: Fluid Reasoning, Knowledge, Quantitative Reasoning, Visual-Spatial Processing, and Working Memory. Ages: 2 to 85 + years.

Universal Nonverbal Intelligence Test (UNIT)

Measures general intelligence, memory and nonverbal reasoning skills. UNIT's administration and response formats are nonverbal. Test materials have been designed to be culturally and ethnically sensitive. Ages: 5 to 17 years.

Comprehensive Test of Nonverbal Intelligence (CTONI-2)

Evaluates general and specific memory functions in children and adults whose performance on traditional tests might be compromised by language or motor abilities. The CTONI-2 measures analogical reasoning, categorical classification, and sequential reasoning using six subtests. Ages: 5 through 59 years.

The EL Tool Kit contains examples of, adaptations of, and links to resources created and maintained by other public and private organizations. This information is provided for the reader's convenience and is included here to offer examples of the many resources that educators, parents, advocates, administrators, and other interested parties may find helpful and use at their discretion. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of this outside information. Further, the inclusion of links to items does not reflect their importance, nor is it intended to endorse any views expressed, or materials provided.

TOOL #3

DEVELOPING AN IEP FOR AN ENGLISH LEARNER WITH A DISABILITY

The following list of questions is included as part of a National Dissemination Center for Children with Disabilities training tool on IDEA. It is a tool to assist educators in developing IEPs for an EL student with a disability.

A CHECKLIST FOR IEP TEAMS: CONSIDERING LIMITED ENGLISH PROFICIENCY—DEVELOPING THE IEP

In developing an IEP for a student with limited English proficiency, the IEP Team must consider the student's level of ELP, this includes both second language conversational skills as well as academic language proficiency. Therefore, the IEP Team must consider the student's level of ELP in listening, speaking, reading and writing, to support and strengthen implementation of the IEP goals. The IEP Team may find it helpful to ask the following framing questions:

Framing Questions	Yes	No
1. Has the dominant language in the home been considered?		
2. Has the child's primary language of communication been considered?		
3. Have the cultural values and beliefs of the parents been considered in planning for the child's education?		
4. Does the instructional plan incorporate a variety of instructional strategies?		
5. Is there a member of the IEP Team who has expertise regarding the student and understands how language develops as well as strategies that can be used when educating a student with English as a second language?		
6. Does the IEP Team have access to assessment data that is accurate and unbiased?		
7. Does the assessment information use a variety of methods and environments?		
8. Does the "present levels" statement in the IEP address both how the student uses his or her native language and how the student uses English?		
9. Do progress monitoring activities measure progress toward the mastery of English?		
10. Do the goals delineate in which language they will be addressed and who will be responsible for measuring the outcomes?		
11. Is there collaboration between general and special education as well as English as a Second Language and bilingual education if appropriate?		
12. Is an interpreter for the parents and the student present at the IEP meeting?		

Continued on next page

The EL Tool Kit contains examples of, adaptations of, and links to resources created and maintained by other public and private organizations. This information is provided for the reader's convenience and is included here to offer examples of the many resources that educators, parents, advocates, administrators, and other interested parties may find helpful and use at their discretion. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of this outside information. Further, the inclusion of links to items does not reflect their importance, nor is it intended to endorse any views expressed, or materials provided.

TOOL #3: DEVELOPING AN IEP FOR AN ENGLISH LEARNER WITH A DISABILITY (CONTINUED)

Framing Questions	Yes	No
13. Are the IEP Team members trained in how to use an interpreter?		
14. Is the evaluation process that will be used carefully defined in the native language and in English during the reviews and reevaluations?		
15. Are the behaviors that are being measured carefully defined in the native language and in English during the reviews and reevaluations?		
16. Is the setting that the language is being measured in defined?		
17. Is the type of language that is being measured defined?		

Source: Center for Parent Information and Resources. (n.d.). Considering limited English proficiency: Developing the IEP. Retrieved from <http://www.parentcenterhub.org/repository/considering-lep/>

You can access **Tools and Resources for Addressing English Learners with Disabilities** at <http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>

Integration of Services Framework

This form provides the IEP team with a framework for identifying the cross-over points between the CLDE student's language needs and his or her special needs. Service options will vary based upon resources and policies, but often a student in the upper left corner of this framework is in a sheltered classroom setting with language services "pushed in", i.e. delivered by an ESOL teacher coming into the special education classroom. At the other extreme, would be a CLDE student in the lower right corner who could receive all support services for their IEP within an inclusive setting.

	Pre-Production	Early Production	Speech Emergence	Intermediate Fluency	Intermediate Advanced Fluency	Advanced Fluency
Needs total assistance						
Needs a great deal of assistance						
Needs a lot of assistance						
Has a moderate level of needs						
Has moderate but specific needs						
Has specific need to be addressed						
Needs minimal assistance						
Needs no special assistance						