CAPELL

Connecticut Administrators of Programs for English Language Learners

ENGLISH LANGUAGE LEARNERS AND SPECIAL EDUCATION: A RESOURCE HANDBOOK

2011

Acknowledgements

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Dedication

This guide is dedicated to English language learners and those who help them to succeed in their education and beyond.

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INTRODUCTION

Connecticut is committed to ensuring a free and appropriate public education for all students. This includes providing equal access to English Language Learners (ELLs) who may also have special learning needs or disabilities, and giving these students equal access to appropriate educational services. The purpose of this resource book is to provide educators with information that will:

- Explain the process and developmental stages of second language acquisition
- Promote a collaborative approach among teachers, administrators, and other personnel involved in the education of ELLs.
- Create an awareness of the laws, regulations, and policies related to the educational rights of ELLs.
- Give school personnel other resources to utilize.

This project began in response to the needs, interests, and concerns expressed by many educators working with ELLs who were experiencing academic difficulties.

The Connecticut Administrators of Programs for English Language Learners (CAPELL) decided to create this resource handbook to assist educators in meeting this need.

Second Language Acquisition

Second language acquisition is a complex process that develops over an extended period of time. It varies with each individual student and is contingent on many factors that can affect the process. Since language depends largely on the context in which it takes place and is acquired in varying degrees of proficiency, it is useful to examine the various factors that affect it as they relate to the individual student's learning and academic growth. Some typical examples of these factors include:

Self-Concept	Self-confident students take risks with learning, get more opportunities to build language skills, and are not as easily discouraged by errors.
Personality	Outgoing students usually take advantage of opportunities to practice their new language with others.
Life Experience	The prior knowledge and experience of students help in their development of related language, vocabulary, and concepts. Students from war-torn countries may experience more difficulty developing the trust necessary for developing language-learning skills in a new environment. Students with diverse cultural traditions may be able to strengthen their language learning skills by contrasting their life experiences with their new environment.
Family Situation	The home and family environment in which the student lives can greatly affect the student's academic success and educational experience. Students who have left family members behind in their home countries may be unhappy. Students whose families are experiencing financial and/or emotional difficulties may have trouble adjusting to the new learning environment. Students who come from families that stress the importance of education may have well-developed learning skills.
Culture	Cultural differences may influence students' behavior in the classroom. Learning styles may reflect cultural experiences. The role of parents in the educational process may also reflect their cultural background and may differ from what is expected in American schools.
Literacy	Literacy in a student's first language facilitates the transfer of skills to a second language. A student who is not literate in his or her first language may require additional time to develop basic literacy skills. Additionally, a different writing system (alphabet) may cause students difficulty with reading, writing, and spelling in a second language.
Motivation	Students who are successful in the learning environment or those who are encouraged to succeed are usually motivated to learn. All other factors listed here also influence motivation.

Anxiety	Students who fear failure and the lack of social acceptance may experience anxiety that interferes with their learning.
Instruction	Differentiated instructional programs that incorporate a variety of strategies designed to reach individual students' various learning styles and provide a rich language environment offer the best chance of success for second language learners.
Teachers	Students will usually thrive with a caring teacher who offers ample opportunities for learning in a stimulating multisensory environment.
Other Students	All students should be encouraged to model effective learning strategies and appropriate classroom behavior for their peers. Language minority students are often influenced by good learning techniques and appropriate behavior demonstrated by their peers.
School-Community	A student whose first language and culture are appreciated and valued will develop a positive self-concept and bring cultural richness to both the school and the community.

Similarities Between First and Second Language Acquisition

First language acquisition and second language acquisition show many similarities; however, educators may focus on the difference in performance between a first language learner and a second language learner in the classroom. When working with language minority students, it may be helpful for monolingual English-speaking teachers to draw on their knowledge of how children acquire a first language in order to better understand the process of second language acquisition.

First language acquisition begins at birth and continues to develop substantially for the first 12 years. Language continues to be acquired throughout one's adult life. When teachers understand the similarities between first and second language acquisition, they can focus on the tasks the student *can* do rather than the difficulties the student may be experiencing

Children learning their first language, and ELLs learning English, have these characteristics in common. They:

- Produce frequently used short phrases to initiate conversation or telegraphic speech in which key words are used to convey the essential meaning (Boy catch ball.)
- Use overgeneralizations of grammatical rules (He goed to school yesterday.)
- Develop language in a nonlinear manner.
- Acquire concrete (contextualized) language before abstract (decontextualized) language.

Frequently Asked Questions about Second Language Acquisition

Will literacy skills transfer from first to second language?

If a student has learned academic skills such as reading, writing, and organization of information in a first language, then these skills will be applied to academic learning as the second language develops.

Why isn't this student talking? Is the student learning anything?

All learners of a second language experience a time when they are acquiring receptive language before they are able to produce it. They are listening but not yet speaking. This silent period parallels the stage in first language acquisition when a child is internalizing language before he or she begins to talk. ELL students in the classroom are silent as they internalize the vocabulary and rules of the new language until they are confident enough to speak. Although an ELL student may be more comfortable speaking with other second language learners within the ELL setting, the same student may remain silent in the general education classroom while he or she builds this confidence.

The silent period is part of the learning process. During this period, students are making the needed connections between the first language and the new language.

If a student sounds fluent in English, why is he or she still in the ELL program?

Conversational proficiency is the ability to use language in face-to-face communication which can take one to three years. Academic proficiency is the ability to carry out school-related literacy tasks – this can take anywhere from five to ten years, depending on the individual student. A framework developed by Jim Cummins, a researcher in second language acquisition, is often used to explain the difference between conversational (BICS – Basic Interpersonal Conversation Skills) and academic proficiency (CALP – Cognitive Academic Language Proficiency).

If a student has exited from an ELL program, why does he or she still have problems with content?

It is likely to take anywhere from five to ten years for students to demonstrate mastery at the *cognitive* academic language proficiency (CALP) level. Therefore, it is important for the general education teacher to recognize that exited ELL students will need ongoing support as they continue to work toward grade-level performance.

How can we appropriately challenge ELL students in the classroom?

The goal for second language students is to function as proficient learners in the classroom. If an ELL is given a task that he or she cannot compete successfully because the task is beyond the student's current level of language functioning, then the student may lose his or her motivation to succeed. Therefore, it is imperative to know the student's English proficiency level and assign appropriate tasks and challenges.

Frequently Asked Questions From Across the Disciplines

Below are questions frequently asked by administrators, classroom teachers, ELL teachers, and special educators:

Can students receive both ELL and special education services?

Yes. There are no regulations that prohibit a student from participating in both programs. Once a child qualifies for special education services, educators must look at his or her specific social, language, and academic needs and select the appropriate instructional program to meet those needs, while ensuring the minimum amount of fragmentation of the academic day. This collaborative model may include participation in one or both programs.

What is the process for entering and exiting the ELL program?

The Home Language Survey should be administered to each student registering in Connecticut public schools. If the Home Language Survey indicates a language other than English, the student should be screened for ELL services. If students qualify for ELL services they are assessed on an annual basis to determine progress. When a student meets the Connecticut English Mastery Standard (See Appendix) he or she exits the ELL program.

How long do we wait before referring an ELL student for possible special education services?

A referral to special education can be made by a parent at anytime. A Planning and Placement Team (PPT) meeting must be held upon a parent's referral for a special education evaluation. There is no time restriction for staff referring an ELL for evaluation when:

- An early intervention process (see page 14) has been followed within a systematic framework such as Scientifically Researched-Based Intervention (SRBI).

- Interventions, instructional strategies, and program options implemented have proven unsuccessful.

Can ELLs who have had little or no previous formal education in their home countries be referred for special education?

Yes, but if the disability requiring special education services is due to lack of instruction in either reading or math, then the child cannot be identified as a child with a disability under IDEA. While a student's previous formal education history will likely affect the student's academic performance in United States schools, limited schooling in and of itself does not constitute a true disability. However, since many countries do not offer special education alternatives, students with special needs are frequently excluded from school in those countries. These students may not have received appropriate services. In other cases, the student's difficulty in a U.S. school may be the result of a lack of formal education rather than disability.

Should parents be encouraged to speak their native language or be advised to speak only English with their children at home?

Parents should be encouraged to speak in the language in which they are most proficient in order to create a language-enriched environment in the home. Current studies on the effect of bilingualism on the academic growth of students conclude that when children maintain their first language ability, they transfer skills to their second language. In fact, native language proficiency is a powerful predictor of the rate of second language acquisition.

On the other hand, when parents who are not proficient in English are encouraged to speak only English with their children, the communication of concepts may be hindered, and the richness of language may be lost. It is far better for parents to converse and read aloud to their children in their dominant language.

Does language switching signify a problem?

Language mixing or code switching involves alternating words or phrases from one language to another. Evidence of this process is not necessarily an indication of inadequacy in language development. Code switching is not necessarily due to an inability to come up with the right word or phrase in a language; it may reflect a skill that evolves through high levels of proficiency in both languages. Research has shown that code switching among normal bilingual speakers allows for greater precision in communication, especially of cultural topics. Language mixing is typical as children start to acquire vocabulary and language skills in a second language.

How should special education teachers, ELL teachers, general education teachers, and speech and language pathologists work together as a team?

Ideally, collaboration is occurring to shape a program of services for which all children can benefit from the expertise these individuals provide. Yet, it becomes more important for focused conversations to begin around an individual student as soon as the student begins to exhibit academic difficulties. In the case of preschool children, the collaboration should be no different and should begin to be more individually focused as soon as the child exhibits developmental delays. The expertise of educators in different disciplines can help establish changes in the curriculum, develop appropriate strategies to help the ELL student, and monitor student progress. A team approach promotes support for differentiated instruction and the sharing of ideas and materials. The team can also determine timelines for further action and the need for further assessment.

Do ELLs need an IEP or 504 plan to receive accommodations on tests?

No. All ELLs are entitled to receive testing accommodations on state, district and classroom tests, although these accommodations are limited in number and differ from what is available for students with an IEP or 504 Plan. (See the *Test Coordinator's Handbook* for CMT & CAPT accommodations on the Connecticut State Department of Education website.) If an ELL is also identified as disabled as defined by IDEA, or Section 504, then these accommodations would need to be determined by a PPT or 504 team meeting, respectively, and must be included in the child's individualized education program (IEP) or 504 plan.

What should teachers do if a language minority student, who has never been designated as an ELL begins to exhibit difficulty in the classroom?

Students who have never been identified as ELLs may perform below grade level during the time it takes to achieve age-appropriate levels of cognitive academic language proficiency (CALP). These students continue to need support from their classroom teachers as they further develop and refine their language and academic skills.

If research indicates that it can take from five to seven years (or longer) to acquire **cognitive academic language proficiency, shouldn't we wait that length of time** before referring a student for special education?

No. ELL students may exhibit disabilities at any point in the process of acquiring a second language.

Should ELL and special education staff members coordinate common services?

Yes. Service coordination is critical to the success of ELLs with special needs; they have legal rights to both services.

How do we know if an ELL should be referred for special education services?

When a student is not proficient in English and is experiencing an unusual amount of academic difficulties, it can be a challenge to determine if the difficulty stems from the *language difference* or from a true *disability* that has an adverse impact on education 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 following section) to help reach the most accurate conclusions possible. In the end, even if school personnel are not totally confident in the accuracy of the conclusion, the important result of the process is that the student receives appropriate services and the best chance for academic success.

A Word of Caution

Avoiding Over-identification

Language learning takes time; it is normal for ELLs to need many years to become proficient in the English language. ELLs should not be considered "deficient" simply because they are not yet proficient in English, in the same way that a native speaker of English should not be considered "deficient" simply because they have not yet learned calculus!

Research in second language acquisition states that most ELLs learn basic conversational language relatively quickly (1-3 years) , but take much longer to master academic language (5-7 years or longer). Therefore, we cannot assume that because an ELL is having academic difficulties, the ELL has a disability. Here is a summary of characteristics of typical ELLs which may be mistaken as signs of learning or behavioral disabilities:

Learning Issues (What it may seem like)	Reason Difficulty Seen in Typical ELLs
Academic Learning difficulties	ELLs often have difficulty with grade-level academic language and concepts because it takes at least five years for nonnative speakers to display native-speaker like functioning in academics.
Language disorder	Lack of fluency and correct syntax is a natural part of learning a new language. Students may require more "wait time" as they process an utterance in one language and translate into another. This "wait time" may be misinterpreted as a language processing issue.
Attention and memory problems	ELLs may have difficulty paying attention and remembering if they cannot relate new information to their previous experiences in their respective cultures. ELLs may also be experiencing exhaustion due to the task of learning in a language in which they are not yet proficient.
Withdrawn behavior	When students are learning a new language and adapting to a new culture a "silent period" is normal. Also, this behavior might be appropriate in the student's culture.
Aggressive behavior	The student may not understand appropriate school behavior and language in the US. Also this behavior may be appropriate in the students' culture.
Social and Emotional problems	When students are learning to live in a new culture and using a new language, social and emotional problems often develop.

Avoiding Under-identification

Even though it takes time to learn a language, we need to recognize that some ELLs, just as students in the English-speaking population, do have disabilities that may make them eligible for special education. As mentioned above, because it is difficult to determine if an ELL's difficulties stem from learning a new language or from a true disability, some school districts are reluctant to consider referring ELLs for special education services until the student has been learning English for a pre-determined number of years – usually two or three. *This practice of waiting a number of years before referring a student for special education services is detrimental to ELLs who may truly have disabilities.*

Here are some possible reasons for initiating a special education referral for an ELL:

- The ELL is exhibiting the academic/behavioral difficulties in both first and second languages.
- The ELL teacher supports the position that the ELL is performing differently from his/her cultural peers.
- The ELL displays very little or no academic progress resulting from appropriate instructional strategies, alternative instruction, or academic interventions.
- Parents confirm the academic/behavioral difficulties seen in the school setting.
- School personnel such as tutors and aides confirm the academic/behavioral difficulties seen in the classroom setting.
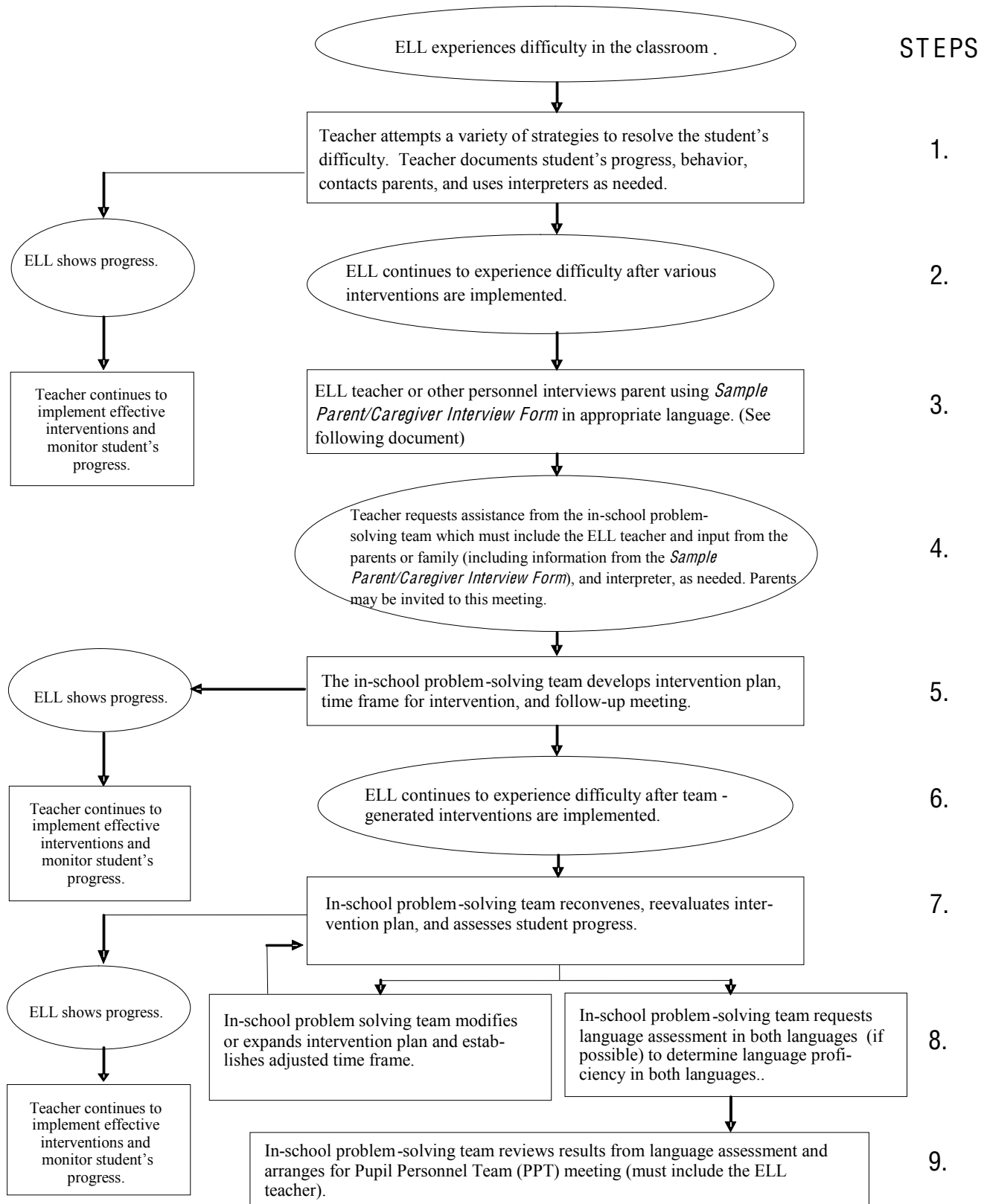
Recommended Procedure

It is suggested that the procedure outlined in the following "Early Intervention Flowchart" be used to determine if, in fact, a special education referral is warranted for an ELL. *The steps are similar to the steps for native speakers of English, with three notable differences:*

- At every point in the process, the ELL staff *should* be involved. It is often the ELL staff that best knows the strengths and limitations of the ELL, and can help determine if the difficulties the ELL is experiencing are excessive when compared to other ELLs of similar background.

- Because of the complexity of determining if an ELL has a disability, information should be collected from *as many sources and in as many ways as possible* both at school and at home. All the information together should be used to determine if a referral to special education is warranted.

- As noted in the flowchart, a *native-language assessment* is often desirable at a certain point in the process. The school must ensure that the evaluations are 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. It is important to keep in mind, however, that an ELL may have lost some proficiency in the native language if he/she has not been learning academics through that language. In fact, some ELLs, especially those born in this country may only have *oral* skills in their native language because they began their schooling in English. However, if it is found that the ELL is dominant in the native language, any further testing to determine if the student has a disability will yield more accurate results if administered in the dominant language. *A true disability will manifest itself in all languages that the student knows.*

EARLY INTERVENTION FLOWCHART FOR ELLS*

STEPS

ELL experiences difficulty in the classroom .

Teacher attempts a variety of strategies to resolve the student's difficulty. Teacher documents student's progress, behavior, contacts parents, and uses interpreters as needed.

1.

ELL shows progress.

ELL continues to experience difficulty after various interventions are implemented.

2.

Teacher continues to implement effective interventions and monitor student's progress.

ELL teacher or other personnel interviews parent using *Sample Parent/Caregiver Interview Form* in appropriate language. (See following document)

3.

Teacher requests assistance from the in-school problem-solving team which must include the ELL teacher and input from the parents or family (including information from the *Sample Parent/Caregiver Interview Form*), and interpreter, as needed. Parents may be invited to this meeting.

4.

ELL shows progress.

The in-school problem-solving team develops intervention plan, time frame for intervention, and follow-up meeting.

5.

Teacher continues to implement effective interventions and monitor student's progress.

ELL continues to experience difficulty after team-generated interventions are implemented.

6.

In-school problem-solving team reconvenes, reevaluates intervention plan, and assesses student progress.

7.

ELL shows progress.

In-school problem solving team modifies or expands intervention plan and establishes adjusted time frame.

In-school problem-solving team requests language assessment in both languages (if possible) to determine language proficiency in both languages..

8.

Teacher continues to implement effective interventions and monitor student's progress.

In-school problem-solving team reviews results from language assessment and arranges for Pupil Personnel Team (PPT) meeting (must include the ELL teacher).

9.

* During this process, if a parent refers his/her child for a special education evaluation, the district may not delay holding a Planning and Placement Team (PPT) meeting to discuss the referral.

Sample Parent/Caregiver Interview for Determining Student's
Language Dominance and Past School History

The following interview (adapted from many sources) should be conducted in the parent's native language, if possible. Please note that the tone of the interview is important; parents and caregivers need to feel that they are in a safe environment and that the information they are giving will only help in their child's education. Establishing an atmosphere of trust is crucial in order to obtain accurate information from parents and caregivers. Parents/caregivers may be reluctant to answer honestly because of prior experiences in the education systems in their native countries. It is critical to explain to parents/caregivers that if their child is identified at some point as having learning difficulties, the United States 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 his/her language and education background. There are no right or wrong answers to the questions below. 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? _____

Other School Experiences:

1. Did your child attend preschool? _____ 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? _____ If yes, in what language?_____
   Does your child know how to write?_____ If yes, in what language?_____
   Does your child know how to read and write in his/her first language?_____

2. Is this the first time the child has attended a school in the United States?_____

3. If no, where did he/she go to school previously? _____What language was used for instruction?_____

4. Was there any interruption in your child's education? _____ If so, for how long?_____

5. Was your child in a rural or urban setting?_____

6. What was the length of the school day?_____

7. Did your child attend school daily/consistently?_____

8. In what month did the school year begin?_____

9. In what month did the school year end? _____

10. When were school vacations? _____

11. Has your child ever had difficulties learning?_____ If yes, please explain briefly_____

12. Has your child ever received special services (teachers) to help his/her learning?_____
    If yes, please explain briefly_____

13. Is there anything more you would like to tell us about your child's prior school experience? _____

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? _____

Is this Special Education Referral Appropriate for an English Language Learner?

Here is a checklist to help assure that school personnel have collected all pertinent information available in order to determine if a referral for special education is warranted.

A Checklist

Yes   No   **Don't Know**

	Checklist Items
	1. Does the Child have age-appropriate development in *L1?
	a. Has the child been regularly exposed to L1 literacy-related material?
	b. Is the child's vocabulary in L1 well-developed?
	c. Was the child's L1 fluent and well-developed when s/he began learning English?
	d. Have the child's parents been encouraged to speak and/or read in L1 at home?
	2. Has the student's personal data and family history been investigated and reviewed?
	a. A complete profile has emerged and no factors (high degree of mobility, missing parent(s), poverty, poor attendance, etc.) that could possibly contribute to the student's difficulty have been identified.
☐ Done	Find information about personal and/or family factors if any item has been checked "no."
	3. Has the student's health data, both past and present, been investigated and reviewed?
	a. A complete health profile has emerged and no factors (impaired hearing or vision, chronic dental pain, malnutrition, post traumatic stress syndrome, etc.) that could possibly contribute to the student's difficulty have been identified.
☐ Done	Find information about physical and psychological factors if any item has been checked "no."
	4. Have the student's school records (past and present) been located, reviewed and analyzed? If past records are not available, have other means of gathering this data been implemented?
	a. Has the student participated in a quality bilingual/ESL program(s) in previous years (see question #1 above)?
	b. Has the student had the benefit of uninterrupted formal schooling 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	Find information about previous schooling factors if any item has been checked "no."

L1 = first (home) language   L2 = English

Yes	No	Don't Know	
___	___	___	5. Has data been collected, reflecting both strengths and difficulties, regarding the student's linguistic and literacy development?
___	___	___	a. Results from assessments in previous years are available.
___	___	___	b. Results of a standardized language proficiency test (always in L2 and in L1 whenever possible) are less than 4 months old.
___	___	___	c. Student work samples in L1 and L2 (oral language samples, reading samples, writing samples, and performance-based assessments) have been collected over time, reviewed, and analyzed.
___	___	___	d. Teacher observations/narratives document and concur with work samples about the student's language use in the learning environment.
___	___	___	e. Language use patterns and language dominance have been determined appropriately.
☐ Done			Find information about linguistic/literacy development factors if any item has been checked "no."
			6. Has data been collected regarding the student's academic achievement?
___	___	___	a. Results from assessments in previous years are available.
___	___	___	b. Results of a standardized achievement test (in L2 and in L1 whenever possible) are less than 4 months old.
___	___	___	c. Results in L2 are interpreted with full understanding as to the limits of validity and reliability for an ELL.
___	___	___	d. Student work samples in L1 and L2 (oral language samples, reading samples, writing samples, and performance-based assessments), across subject/content areas have been collected over time, reviewed, and analyzed.
___	___	___	e. Teacher observations/narratives document and concur with work samples about the student's academic achievement.
___	___	___	f. Language use patterns and language dominance have been determined appropriately.
☐ Done			Find information about academic achievement factors if any item has been checked "no."
			7. Has data been collected regarding the student's cultural development?
___	___	___	a. The student's culture has been identified and staff is cognizant of similarities and potential mismatches or conflicts with the dominant or school culture.
___	___	___	b. A profile has emerged indicating the student's capacity to function competently in the new non-native culture.
___	___	___	c. There is no indication of trauma exposure or post-traumatic stress syndrome.
___	___	___	d. The student demonstrated the necessary resilience and coping skills to navigate both the new, non-native culture represented by the dominant (school) culture as well as the native, family or community culture.
☐ Done			Find information about cultural factors if any item has been checked "no."

L1= First (home) language   L2= English

Yes	No	Don't Know	
___	___	___	8. 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 sufficient training to implement the intervention(s)?
___	___	___	b. Does the teacher(s) have sufficient materials and resources to implement the intervention(s)?
___	___	___	c. Is there sufficient documentation to articulate the success or failure of a suggested intervention? Consider both time and a variety of contexts.
☐ Done			Find information about intervention factors if any item has been checked "no."
___	___	___	9. Have other additional programming alternatives been tried in addition to, not in place of, bilingual/ESL programming? Consider Title I, after-school programs, one-on-one tutoring, reading assistance, reading recovery, summer school, counseling, social work, extra-curricular activities, etc.
☐ Done			Find information about alternative programming factors if the answer has been checked "no."
___	___	___	10. Have all the student's teachers, his/her parents and other personnel worked together to create a linguistically, academically and culturally appropriate and supportive learning environment for the student experiencing difficulty?
___	___	___	a. Has the child been regularly exposed to enriching experiences such as going to museums, libraries, etc.?
☐ Done			Find information about collaboration and learning environment factors if the answer has been checked "no."

Notes or Comments:

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signature of staff member completing this form   date

If many of the answers to these questions are "yes" and the student continues to experience difficulty, staff should consider that the student is experiencing difficulty outside the realm of normal development and achievement that is typical for English Language Learners. In such a case, a request for special education evaluation would be warranted.

L1= First (home) language   L2= English

Assessments

The following are some of the assessments available for gathering additional information to help in determining whether an ELL is eligible for special education. When assessing an ELL to determine if he/she has a disability that would require special education, evaluations must be selected that are not discriminatory on a racial or cultural basis. When a non-discriminatory evaluation instrument cannot be found, the decision-making team must be made aware of the limitations of the instrument. Additionally, 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. It is important to remember that tests normed solely on native English-speaking students have limited validity for ELLs 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, teacher input, etc.) as noted earlier in this guide.

This is not an exhaustive list of assessments, but rather a starting point. Other assessments that may be helpful in gathering information about ELLs should be added as the assessments are developed.

Norm Referenced 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. Aprenda III was introduced in 2005. It is used to assess student achievement and critical thinking skills in reading, math, language arts, science, and social sciences.

Batería Woodcock Muñoz Revisada

This is a test in Spanish available through Riverside Publishing. It parallels the Woodcock-Johnson, which is described below, with both an academic (Pruebas de Aprovechamiento – Revisada) and a cognitive (Pruebas de Habilidad Cognitive – Revisada) section.

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 his/her 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.

It 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 re-administered in his/her native language. Scores can be interpreted as either age-based or grade-based.

Kaufman Test of Education Achievement, Second Edition (KTEA-II)

The KTEA-II, available in English only, is published by American Guidance Service, Inc. and is available through Pearson. It provides an assessment of academic skills in reading, math, written language, and oral language. The results demonstrate how a student takes in information and expresses ideas. It pinpoints an individual's difficulties and assists in placement decisions and instructional planning. There are two forms – the Comprehensive Form and the Brief Form. The Comprehensive Form provides composite scores for grade one students and older in reading, math, written language, and oral language. Six additional subtests measure reading related skills and provide diagnostic information. The Brief Form has subtests in reading, math, and written expression and can be used for a quick measurement of achievement. It also can be used after the Comprehensive Form for retesting.

Language Assessment System (LAS) 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 math, 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-3

Available through Pearson, the TONI-3 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 an individual to nod, point, or give a symbolic gesture to indicate a response.

Wechsler Individual Achievement Test, 2nd Edition (WIAT-II)

The WIAT-II is published by The Psychological Corporation and is available through Pearson. It can be used to assess an individual's achievement skills, in addition to diagnosing a learning disability, placing a student in special education, and planning curriculum. It can be given to ages four through adult. Only available in English, its subtests include: oral language, listening comprehension, written expression, spelling, numerical operations, and mathematics reasoning. The subtests include easier and more challenging items. The WIAT-II examines how an individual solves problems and uses strategies.

Woodcock-Johnson III NU Test of Achievement

Published by Riverside Publishing, this test measures academic achievement and is used to help determine if a student needs special services. In addition the test can be used to determine learning variations and to plan educational programs and individual programs. There are two parallel forms. The Standard Battery has 12 tests that provide a wide set of scores; the extended battery has 10 tests which produce more in-depth diagnostic information on specific academic strengths and weaknesses. The Woodcock-Johnson III Nu Test can be given from kindergarten through 12th grade. It tests oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, reading fluency, mathematics calculation, and mathematics reasoning. Each individual test takes approximately five minutes to administer.

Criterion Referenced Assessments

Brigance Diagnostic Assessment of Basic Skills (Spanish)

Published by Curriculum Associates, Inc., the Brigance Diagnostic Assessment of Basic Skills can be administered to ELLs from kindergarten through 6th 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 10 sections:

- Readiness
- Speech
- Recognition
- Oral Reading
- Word Analysis
- Listening
- Writing and alphabetizing
- Number Computation
- Measurement

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

TRANSLATION RESOURCES & SERVICES

Compiled by Connecticut Administrators of Programs for English Language Learners (CAPELL)

December 2008

TransACT – A translation company specifically for written translation of school forms. You subscribe to one of their plans; plans offer various levels of access to forms available.

website: www.transact.com
email: info@transact.com
phone: 425.977.2100
fax: 425.776.3377

mailing address:
TransACT Communications, Inc.
5105 200th Street SW, Suite 200
Lynnwood, WA 98036-6397

CyraCom – A translation company that serves the medical/health care field primarily, but is also used by schools and public service organizations, etc.); provides oral interpretation by phone and written document translation; you become a client.

website: www.cyracom.com
email: info@cyracom.com
phone: 800-713-4950
fax: 520-745-9022 5780

mailing address:
CyraCom
North Swan Road
Tucson, Arizona 85718

Language Line Services – A translation company (oral and written) that serves many fields; you open an account with them to begin using their services.

website: www.languageline.com
email: WeCare@languageline.com
phone: 1-800-752-6096, option 2

mailing address:
World Headquarters
Language Line Services
1 Lower Ragsdale Drive, Bldg. 2
Monterey, CA 93940

Language Services Unlimited (LSU) – A translation company (oral and written) that serves many fields.

website: www.languageservicesunlimited.com
email: bpaisley@languageservicesunlimited.com
phone: 770-682-5497 or 770-682-6581

Interpreters & Translators, Inc. (ITI) – A translation company (oral and written) that serves many fields.

website: www.ititranslates.com
email: info@ititranslates.com
phone: 860.647.0686, toll-free: 800.648.0686
fax: 860.646.3590
office hours: 8am-5pm EST, M-F

mailing address:
Interpreters & Translators, Inc.
Corporate Headquarters
263 Main Street
Manchester, CT 06042-3538

International Institute of Connecticut, Inc. – A non-profit, non-sectarian social service agency dedicated to the needs of immigrants, refugees, and their families. Services include: immigration citizenship and counseling, refugee resettlement, matching grant program, employment training programs, Human Trafficking Project, interpreter/translation services, immigrant court representation, English as a Second Language, community education, and training.

website: www.iiconn.org OR www.iiconn.org/InterpreteTranslationservices.htm
email: admin@iiconn.org

Main Office	Stamford Office	Hartford Office
670 Clinton Avenue	22 Grove St., P.O. Box 1090	330 Main St., 3rd Floor
Bridgeport, CT 06605	Stamford, CT 06902	Hartford, CT 06106
Tel. (203) 336-0141	Tel. (203) 965-7190	Tel. (860) 692-3085
Fax. (203) 339-4400	Fax. (203) 425-8927	Fax. (860) 692-3089

Global Link Translations and Interpreting Services – A translation company that began its work primarily in the medical field and who now serves clients including hospitals, businesses, Massachusetts and Connecticut State Agencies, attorneys, human service agencies, and school systems; provides on-site interpreters.

website: www.gltranslations.com
email: info@globallinktranslations.com
phone: (413) 737-1888
fax: (413) 737-0188

mailing address:
Global Link Translations
Andrew M. Scibelli Enterprise Center
1 Federal Street, Building 101
Springfield, MA 01105

Global Link Language Services, Inc. – A multilingual communication agency that provides translation, interpreting, and localization solutions to a wide variety of clients primarily in the business sector.

website: www.languagetranslate.com
email: info@languagetranslate.com
phone: (617) 451-6655
fax: (617) 451-6644

mailing address:
Global Link Language Services, Inc.
Mercantile Wharf Building
71 Commercial Street, Suite 218
Boston, MA 02109

aLanguageBank – A multilingual solutions company offering a complete spectrum of language services including translation, interpretation, desktop publishing, transcription, web site localization, language proficiency evaluations, and cultural consultation.

website: http://alanguagebank.com
email: info@alanguagebank.com
phone: (212) 213-3336
fax: (212) 343-2940

mailing address:
aLanguageBank
159 W 25th Street, 6th Floor
New York, NY 10001

American Translation Association (ATA) – A professional association founded to advance the translation and interpreting professions and foster the professional development of individual translators and interpreters. Its 10,000 members in more than 90 countries include translators, interpreters, teachers, project managers, web, and software developers, language company owners, hospitals, universities, and government agencies. You can find a translator or interpreter using their searchable online directory of translator and interpreter services.

website: www.atanet.org
email: ata@atanet.org
phone: (703) 683-6100
fax: (703) 683-6122

mailing address:
American Translators Association
225 Reinekers Lane, Suite 590
Alexandria, VA 22314

Language Bank at the Red Cross – provides language and translation services in various activities of American Red Cross. Volunteers also assist with translation for emergency and other various community needs.

website: http://dsredcross.org/is_language.html

For more information contact Dana Ross at 203-363-1041, ext. 23, or email to dross@dsredcross.org.

Stamford Office
112 Prospect Street, 2nd Floor
Stamford, CT 06901
Phone: 203-363-1041
Fax: 203-324-4557
Email: stamfordinfo@dsredcross.org

Darien Office
39 Leroy Ave
Darien, CT 06820
Phone: 203-655-2586
Fax: 203-655-2589
Email: darieninfo@dsredcross.org

Office Systems – an entire description of services is not accessible at this time as the website is under construction. For more information, please call (860)635-8485. Contact person, PJ Kamani, stated that they are one of the largest services in the state of CT that does interpreting/translation work and that they have experience translating in schools. There is no website for this company at this time, it is recommended that interested parties call to inquire about the details regarding their range of services, primary costumers, and the proficiency requirements of their interpreters and translators.

website: UNDER CONSTRUCTION (12/8/08)
email:
phone: (860)635-8485
fax:

mailing address:
Office Systems
750 Main Street, Rm. 1010
Hartford, CT 06103

Call Your Regional Education Service Center (RESC) and inquire about services:

Link to Connecticut RESC-**Alliance and Map of CT RESC's** - http://rescalliance.org/contact.html

- Area Cooperative Educational Services (ACES)

  general contact info for ACES: Area Cooperative Educational Services (ACES)
  350 State Street
  North Haven, CT 06473
  phone: (203) 498-6817
  email: _____@aces.org
  website: www.aces.org

- Capitol Region Education Council (CREC) – for questions regarding interpreter /interpreting service needs, such as oral translation at parent meetings or evaluations conducted by bilingual personnel in schools in the CREC region (Greater Hartford area), contact Gio Koch, Recruitment and Brokering Coordinator at CREC. CREC does not provide written translation services.

  website: www.crec.org/tabs
  phone: 860-509-3686
  email: gkoch@crec.org

  general contact info for CREC: Capitol Region Education Council (CREC)
  111 Charter Oak Avenue
  Hartford, CT 06106
  phone: (860) 247-2732
  email: _____@crec.org
  website: www.crec.org

- Cooperative Educational Services (CES)

  general contact info for CES: Cooperative Educational Services (CES)
  40 Lindeman Drive
  Trumbull, CT 06611
  phone: (203) 365-8800
  email: info@ces.k12.ct.us
  website: www.ces.k12.ct.us

- EASTCONN

  general contact info for EASTCONN: EASTCONN
  376 Hartford Turnpike
  Hampton, CT 06247
  phone: (860) 455-0707
  email: InfoRequest@eastconn.org
  website: www.eastconn.org

- **Education Connection, Danbury Office** – for interpretation needs (in Portuguese and Spanish) in *Birth to 3 and School Readiness programs only*, contact Catia Monaco at Education Connection.

website: http://www.educationconnection.org/new/programs/prog_earlychildhood.php
phone: 203-791-1904, x 142
email: monaco@educationconnection.org

general contact info for Education Connection:

Litchfield Office:	Danbury Office:
P.O. Box 909	345 Main Street
355 Goshen Road	Danbury, CT 06810
Litchfield, CT 06759-0909	phone: (203) 791-1904
phone: (860) 567-0863	fax: (203) 778-8076
fax: (860) 567-3381	

- **LEARN**

general contact info for LEARN:
LEARN
44 Hatchetts Hill Rd
Old Lyme, CT 06371
phone: (860) 434-4800
fax: (860) 434-4837
email: ____@learn.k12.ct.us
website: www.learn.k12.ct.us

William Wuyke – (860)439-2555, wcwuy@conncoll.edu, independent contractor/consultant for translation/interpreting work. Please direct questions concerning his services directly to him.

Eneida Silva – clinical psychologist and certified school psychologist; independent contractor for bilingual psychological and achievement evaluations and translations in Spanish.

Hartford Office address:	Tolland Office address:
Advanced Psychological Services, LLC.	Advanced Psychological Services, LLC.
682 Prospect Avenue	384D Route 195
Hartford, CT 06105	Tolland, CT 06084

Telephone for both offices: 860-236-2555
Email: eneidasilva@cox.net

Florelia Baldizón – certified speech/language pathologist; bilingual language abilities in English/Spanish; specializes in communication disorders; member of the CT Speech and Hearing Association, co-chair of the association's Multicultural Affairs Committee; currently working in a CT school district; also contracts independently; has experience in evaluating Spanish dominant students (for Speech and Language disorders), providing Speech and Language services in both English and Spanish, and interpreting at PPTs; has worked in/for several CT school districts. She is also active in seeking out solutions to establishing "bilingual" certification criteria for Speech and Language pathologists who are bilingual but who are not yet certified as *bilingual* specialists and follows the work of the American Speech and Hearing Association in Washington D.C. on this topic/need.

cell phone: 203-710-1749

Mijoba Communications, LLC is a multi-faceted consultation firm with a special focus upon linguistic, cultural and ethnic diversity as such issues are manifest in social, health, educational and business environments. The firm's linguistic services include interpreting and translation, with a specific emphasis on Spanish, Portuguese and Italian. At the present time, much of its work is conducted for the healthcare industry, providing businesses with services for their employees to ensure adequate provision of health care. Document and other translation services are also available as needed.

(Nadesha Mijoba is the founder, president, and CEO of Mijoba Communications, LLC.) For questions regarding Mijoba Communications services, language proficiency requirements of its interpreters and translators, etc., please contact the firm.

website: www.mijobacommunications.com

email: nadesha@mijobacommunications.com

or nadesha@aol.com

phone: 860-535-2274 (CT); 401-663-4471 (RI)

fax: 860-535-2774 fax

mailing address:
Mijoba Communications, LLC
567 Vauxhall Street Extension, Suite 203
Waterford, CT 06385

Terminology

AMAO - Annual Measurable Achievement Objectives: Within Title III of NCLB, each state is required to measure and report the linguistic progress, linguistic proficiency, and academic progress of ELLs.

BICS- Basic Interpersonal Communication Skills: Often described as social or conversational language, this term was developed by Jim Cummins (1984) to distinguish types and levels of language proficiency. BICS skills can be developed in relatively short period of time, whereas Cognitive Academic Language Proficiency takes much longer to achieve.

Bilingual Education - An educational model designed to educate students in two languages, one being the native language and the other being English. In Connecticut there are two types of bilingual programs that are commonly used: Transitional Bilingual and Dual Immersion programs. In Connecticut, "whenever it is ascertained that there are in any public school within a local or regional school district twenty or more eligible students classified as <u>dominant in any one language other than English</u>, the board of education of such district shall provide a program of bilingual education for such eligible students for the school year next following." (Bilingual Education Statute: Section 10-17E-J).

bilingual – The ability to use two languages fluently.

CALP- Cognitive Academic Language Proficiency is the term coined by Jim Cummins (1984) that refers to the language ability required for academic achievement in a context-reduced environment. It is the language students need to read and solve math problems, navigate social studies texts, analyze English literature, write science lab reports, etc. It takes a significantly longer period of time to develop than does social language.

code switching - Using two different languages within the same conversation. The term is used "to describe any switch among languages in the course of a conversation, whether at the level of words, sentences or blocks of speech. Code-switching most often occurs when bilinguals are in the presence of other bilinguals who speak the same languages" (NCELA website).

comprehensible input - Krashen's theory that language presented to a language learner needs to be made meaningful through modifications, such as adjustments to rate and content of speech, visual connections, and scaffolding.

dominant language - The language in which the speaker has greater proficiency and/or uses more often (NCELA website).

Dual Immersion/Dual Language/2 Way Bilingual Programs - An educational model that promotes bilingualism by teaching students content in two languages. These programs are designed for both language majority and minority students, with the goal being the development of bilingualism, bi-literacy, and cross-cultural understanding.

English Mastery Standard – The standard for mastery, in terms of English language proficiency and academic achievement, set by the Connecticut State Department of Education. See Appendix A.

English Language Learner (ELL) - refers to a student who is in the process of learning English as an additional language.

English as a Second Language/English to Speakers of Other Languages (ESL/ESOL) - refers to specialized English instruction provided to ELLs within the district's ELL and/or bilingual program. This support typically includes content-based instruction so that ELLs are learning English while developing skills to assure success in subject areas. Program models vary among districts.

L1- Refers to a student's first language. This can also be referred to as "home language."

L2- Refers to a student's second language.

language loss/attrition- The loss of one's native language as an additional language is learned or acquired.

language proficiency - The degree to which a person's language skills are developed, regardless of how the skills were learned or acquired.

language proficiency tests - Tests designed to measure the fluency and accuracy with which a person uses the various language components, such as listening, speaking, reading, writing, and comprehension. In Connecticut, the LAS Links, an language proficiency test, must be administered annually to all English Language Learners.

Language Assessment System (LAS) Links – The language proficiency test produced by CTB/McGraw-Hill, used in Connecticut, to measure yearly progress in acquiring English as an additional language. This proficiency test is also available in Spanish.

LEP-Limited English Proficient - Is a term often used by the federal government and some states to identify those students who are not yet proficient enough in English to succeed in English-only classrooms without ESOL/Bilingual education support. In Connecticut and many other states, the term ELL is preferred.

LTSS- Language Transition Support Services: In 1999, the Connecticut General Assembly revised the state's bilingual education statute. One provision mandates that students who do not meet the English mastery standard on the annual assessment, at the end of 30 months in a transitional bilingual education program, must receive language transition support services (LTSS) until they meet the standard.

Native/First/Home language- The language a person acquires first in life; it is sometimes called a "mother tongue." – see L1

Primary language - The language in which bilingual/multilingual speakers are most fluent, or prefer to use. This is not necessarily the language first learned in life (NCELA website).

Second Language Acquisition - The process by which a person acquires a second language.

Sheltered Content Instruction – Instructional techniques and strategies that enable ELLs to learn academic subject matter in English.

SIOP- Sheltered Instruction Observation Protocol is a research-based and validated model of sheltered instruction. The SIOP model helps teachers plan and deliver lessons that allow ELLs to acquire academic knowledge as they develop English language proficiency.

Transitional Bilingual Education Programs (TBE) - A bilingual program model in which students are taught through two languages: English and the student's native language. The primary purpose of this type of program is to transition students to an all English academic program when he or she is proficient enough in English to be successful in the monolingual general education program. In Connecticut, students are allowed a maximum of 30 months in a TBE program. Students who do not meet the English mastery standard after 30 months can receive Language Transition Support Services (see LTSS above).

Overview of Legislation Pertaining to English Language Learners (ELLs)

English Language Learners and No Child Left Behind

The federal legislation for Title III of the No Child Left Behind Act (U.S. Department of Education, 2001) is both a continuation and an alteration of previous federal policies designed to meet the needs of diverse learners in the U.S. public school system. There are several key differences between the new legislation and the previous Improving America's Schools Act (IASA) of 1994, some of which have significant implications for the general education classroom teacher. These changes include:

- All ELL students must be tested at least once a year using an English Proficiency test.
- ELL students (in Connecticut) who have been in U.S. schools for 10 school months must be tested in reading/language arts and math using a test written in English.
- ELL Students must meet specific annual targets of Adequate Yearly Progress (AYP). Local Education Agencies (LEAs) and State Education Agencies (SEAs) will be held accountable for ensuring that ELL students meet these targets.

Individuals with Disabilities Education Improvement Act (IDEA) 2004

In attempting to avoid misdiagnosis or inappropriate diagnosis of ELLs, the act reiterates that "lack of appropriate instruction in reading or math" cannot result in eligibility of any disability category under this Act.   Nor can a student meet eligibility requirements for any disability category if the determinant factor is "limited English proficiency" (34 C.F.R. Section 614(b)(5)(C)). To ensure against misdiagnosis or overrepresentation of minority or ELL populations, the assessments and other evaluation materials used to assess a child must be selected and administered so as not to be discriminatory on a racial or cultural basis (34 C.F.R. Section 614 (b)(3)(A)(i)). They must be administered in a professional manner by competent personnel and must use the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is not feasible to so provide or administer. (34 C.F. R. Section 614(b)(3)(A)(ii-v).)

Bilingual Education Act:

Enacted in Congress in 1968, it established a discretionary competitive grant program to fund bilingual education programs for economically disadvantaged language minority students in recognition of the unique educational disadvantages faced by non-English speaking students. The act was reauthorized in 1974, 1978, 1984, 1988, and 1994.

The May 25 Memorandum:

To clarify a school district's responsibilities with respect to national-origin-minority children, the U.S. Department of Health, Education, and Welfare, on May 25, 1970, issued a policy statement stating, in part, that "where inability to speak and understand the English language excludes national-origin-minority group children from effective participation in the educational program offered by the school district, the district must take affirmative steps to rectify language deficiency in order to open the instructional program to the students."

Lau v. Nichols:

Suit filed by Chinese parents in San Francisco in 1974 that led to a landmark Supreme Court ruling that identical education does not constitute equal education under the Civil Rights Act. School districts must take "affirmative steps" to overcome educational barriers faced by non-English speakers (Lyons, 1992).

Equal Education Opportunities Act of 1974:

This civil rights statute prohibits states which receive federal funding from denying equal educational opportunity to an individual on account of his or her race, color, sex, or national origin. The statute specifically prohibits states from denying equal educational opportunity to limited English proficient students by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. [20 U.S.C §1203(f)]

Castañeda v. Pickard:

In 1981, in the most significant decision regarding the education of language-minority students since Lau v. Nichols, the 5th circuit court established a three-pronged test for evaluating programs serving English language learners. According to the Castañeda standard, schools must:

- base their program on educational theory recognized as sound or considered to be a legitimate experimental strategy,
- implement the program with resources and personnel necessary to put the theory into practice, and
- evaluate programs and make adjustments where necessary to ensure that adequate progress is being made.

Emergency Immigrant Education Program:

Formerly authorized under Title VII of the Improving America's Schools Act of 1994, the Emergency Immigrant Education Program (EIEP) provides funds to states on a formula basis to assist local educational agencies in which immigrant student enrollment had increased significantly.

Connecticut Laws:

In 1977, Public act 77-558 was passed and the regulations were developed and became effective on November 1, 1977, regarding bilingual education. Under state statutes any school or school district with 20 or more ELLs who speak any one language in a school building must provide a bilingual education program.

In 1999, this act was revised and encoded as section 10-17e-j, inclusive, of the Connecticut General Statues. The State Department of Education (SDE) issued guidelines for the provisions of the law referring to implementing Language Transition Support Services beginning in 2002. All children who are indentified as Limited English Proficient are covered by bilingual legislation. (adapted from the Connecticut State Department of Education website)

Appendix A

Connecticut English Mastery Standard

GRADE	LINGUISTIC EXIT CRITERIA	ACADEMIC EXIT CRITERIA
Grades K-2	LAS Links Overall Level 4 or 5	(DRA) End-of-year grade-level performance standards K – Level 4 Grade 1 – Level 18 Grade 2 – Level 28 Non-fiction selection
Grades 3-8	LAS Links Overall Level 4 or 5	(CMT 4) grade-level performance standards Math – Proficient (Level 3) or above; Reading – Proficient (Level 3) or above; Writing – Basic (Level 2) or above (CMT MAS) Math – Proficient (Level 2) or above; Reading – Proficient (Level 2) or above
Grade 9	LAS Links Overall Level 4 or 5	(*School-secure CMT 3 Grade 8) Math – Proficient (level 3) or above; Reading – Proficient (level 3) or above; Writing – Basic (level 2) or above (*School-secure CMT MAS 3 grade 8) Math – Proficient (Level 2) or above; Reading – Proficient (Level 2) or above
Grades 10-12	LAS Links Overall Level 4 or 5	(CAPT 3) grade-level performance standards Math – Basic (level 2) or above; Reading – Basic (level 2) or above; Writing – Basic (level 2) or above (CAPT MAS) Math – Proficient (Level 2) or above; Reading – Proficient (Level 2) or above

*Grade 9 ELLs may be tested with the Grade 8 school-secure version of the CMT 3 for the purpose of exiting from ELL programs. Districts must contact the CT State Department of Education to obtain a copy of this version (Form M) of the test.

Note: Students who take the CMT MAS or CAPT MAS will still need to take the regular CMT or CAPT in writing and perform at the Basic level or higher in order to meet all academic exit criteria.

From the Connecticut State Department of Education website:
http://www.csde.state.ct.us/public/cedar/assessment/agl/resources/AssessmentGuideline2010-11.pdf

http://www.csde.state.ct.us/public/cedar/assessment/ell/resources/Perf_Standards_Necessary_Exit_English_Language_Including_MAS_Final_8252010.pdf

Appendix B

LAS Links Proficiency Levels

Proficiency Level 1	**BEGINNING** A Level 1 student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than in English
Proficiency Level 2	**EARLY INTERMEDIATE** A Level 2 student is developing the ability to communicate in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features of English are emerging.
Proficiency Level 3	**INTERMEDIATE** A Level 3 student is developing the ability to communicate effectively in English across a range of grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
Proficiency Level 4	**PROFICIENT** A Level 4 student communicates effectively in English across a range of grade-level appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.
Proficiency Level 5	**ABOVE PROFICIENT** A Level 5 student communicates effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.

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Resources

Organizations

CAL: www.cal.org/ The Center for Applied Linguistics aims to promote and improve the teaching and learning of languages, identify and solve problems related to language.

CAPELL: www.capellct.org The Connecticut Administrators of Programs for English Language Learners provides information to administrators and teachers of English Language Learners (ELLs).

Connecticut State Department of Education: www.sde.ct.gov This site has many references, documents and statistics about English language learners. It is very current and has excellent links to law and resources.

> Contact: Marie Salazar Glowski, Bilingual/ELL Education
> Bureau of Curriculum and Instruction
> Connecticut State Department of Education
> 165 Capitol Avenue
> P.O. box 2219
> Hartford, CT 06145
> Telephone: (800)713-6750
> Email: marie.salazar.glowski@ct.gov

ConnTESOL: www.ConnTESOL.net Connecticut Teachers of English to Speakers of Other Languages, the local affiliate of national TESOL. Provides an annual conference and resources to all teachers of English language learners (ELLs).

IRC: The Illinois Resource Center: www.thecenterweb.org/irc/ Since 1972, the Illinois Resource Center (IRC) has provided assistance to teachers and administrators serving linguistically and culturally diverse students. With support from the Illinois State Board of Education, the IRC has emerged as a major statewide intermediate service agency, and its educational and professional development programs have helped thousands of teachers throughout Illinois and the nation to develop effective instructional practices for language minority students.

NABE: www.nabe.org The National Association for Bilingual Education is a professional association of teachers, administrators, parents, policy makers, and others concerned with securing educational equity for language minority students.

NCCRESt: www.nccrest.org The National Center for Culturally Responsive Educational Systems, a project funded by the U.S. Department of Education's Office of Special Education Programs, provides technical assistance and professional development to close the achievement gap between students from culturally and linguistically diverse backgrounds and their peers, and reduce inappropriate referrals to special education. The project targets improvements in culturally responsive practices, early intervention, literacy, and positive behavioral supports.

NCELA: www.ncela.gwu.edu The National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs is funded by the U.S. Department of Education (www.ed.gov), Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA) (www.ed.gov/offices/OELA) to collect, analyze, and synthesize information about culturally diverse students.

NWREL:- www.nwrel.org The Northwest Regional Education Laboratory has numerous resources for educators, policymakers, parents, and the public. These resources include products such as publications, professional development tools, and teaching aids. NWREL also offers research-based services to schools, districts, and states that are designed to improve educational results. Other resources include events, such as conferences, workshops, and trainings, along with various newsletters, periodicals, and policy briefs.

OCR: www.hhs.gov/ocr/ The Office for Civil Rights, U.S. Department of Education, has responsibility for enforcing Title VI of the Civil Rights Act of 1964. OCR investigates allegations of civil rights violations and initiates investigations of compliance with federal civil rights laws in schools that serve special students populations, including language-minority students. The office has developed several policies with regard to measuring compliance with the Lau v. Nichols decision. For more information, see OCR's resources about ELLs.

OELA: (www.ed.gov/offices/OELA) The Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students in the U.S. Department of Education was established in 1974 by congress to help school districts meet their responsibility to provide an equal education opportunity to English language learners.

TESOL: www.tesol.org Teachers of English to Speakers of Other Languages is a professional association of teachers, administrators, researchers, and others concerned with promoting scholarship, the dissemination of information, and strengthening of instruction and research in the teaching of English to speakers of other languages and dialects.

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