

College Community School District

K-12 Lau (EL) Plan for Serving English Learners (ELs)

School Year: 2020-2021

Required Lau Leadership Team Members: Laura Medberry (Executive Director of Learning Supports), Matthew Alexander (Learning Supports Coach), Mike Hansen, Annie Hawker, Ian Dye, Karla Thies, Ian Kleman, Scott Schipper, Kylee Hayes, Cory Heaberlin, Jen McDonnell, Lindsay Young, Holly Palmersheim (Building Administrators), Krista Oehlerich, Mike Beecher, Amy Miner, Wendy Rodriguez, Alexis Henderson, Daisy Johnson, Josue Niyokwizigirwa, (ELL Teachers), Macee Tracy, and Renee Levi (Content Teachers), Jeri Moritz (District Equity Coordinator)

Additional Lau Leadership Team Members: Lynn Tiemann (Grant Wood ELL Consultant), Lisa Klein (Grant Wood ELL Consultant), Tracy Schipper (Executive Director of Elementary Programs), Roderick Wade (Executive Director of Secondary Programs), Alison West (Director of Curriculum and Assessment), Angie Scholl (Director of At-Risk Programming), Jennifer Armour (District Registrar), Stephanie Johnson (Administrative Assistant to Learning Supports), Javier Rivera (Community Engagement Specialist for Special Programs), Laura Lozoya (Parent), Jed Peterson (School Board Member), and Jennifer Neira (School Counselor)

Lau Plan

The district plan designed to meet the instructional needs of English Learners (ELs) is referred to as the Lau Plan (*Lau v. Nichols*, 1974). The Lau Plan must be collaboratively written by the AK-12 team identified above. (See Appendix A for guidance around Lau requirements and critical elements.)

I. Lau Plan Guiding Principles

- A. English language development: Teaching English language comprehension through listening, speaking, reading, and writing skills to attain English proficiency and academic competence.
- B. Academic achievement: Educating English learners to meet the same challenging academic content and student academic achievement that all children are expected to meet.
- C. Cross-cultural goals: Promoting pride in the students' cultural and linguistic backgrounds. Involving families and community leaders in the educational process in order to make education a cooperative effort between home and school.

II. Identification and Placement of ELs in a Language Instruction Educational Program (LIEP)

- A. "Home Language Survey-IA" (www.TransACT.com)
 1. Every new PK-12 student is required to complete the approved Home Language Survey-IA, 2013 version including the student race and ethnicity report. A translated version of the survey is available from TransAct website (www.transact.com). A copy of the completed forms will be placed in each student's cumulative file. Every item on the first page of the Home Language Survey must be completed because this is the initial screener for potential LIEP students. The district is prepared to conduct oral or native language interviews in the student's home language with those adults who may not have sufficient English or literacy skills to complete a survey written in English. Families

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registering children will be assisted in completing documents and registration materials on-site, as needed, by the district registrar, Administrative Assistant to Learning Supports, building secretarial staff, and ELL teachers. If home language assistance is necessary in order to secure accurate data, every reasonable attempt will be made to provide this support. Other data that may be used to initially identify a student as needing LIEP services include, but are not limited to: student records, teacher interview, parent information, teacher observation, referral, student grades, or informal assessment.

2. Building secretaries and the District Registrar will screen all registration paperwork of new district students and for those who identify any language other than English on the Home Language Survey, the paperwork will be forwarded to the ELL teacher to initiate the process of determining student eligibility in the College Community School District's LIEP.
3. All Home Language Surveys (HLS-IA) will be signed by a legal guardian, stored in each student's cumulative file, and uploaded into the "Person Documents" section of Infinite Campus.

B. State Approved proficiency placement assessment

1. New students will be screened by the ELL teachers using the state required ELPA21 Dynamic Screener and the Dynamic Screener for Future Kindergarteners.
2. ELPA21 Dynamic Screener will be administered by a certified screener. ELL teachers are certified screeners.
3. Certificates of completion for the ELPA21 Dynamic Screener trainings will be filed in the ELL Teacher's Licensing folder located in the ESC (district office).
4. ELPA21 Dynamic Screener results will be filed in each student's cumulative file.

C. Process to place students in appropriate LIEPs and content courses:

1. The ELL teacher, in collaboration with essential building staff, will review prior transcripts, biographical information, previous school data, and other pertinent data to place students.
2. The ELL teachers, in collaboration with other staff who support ELL students, will review the data as a team. If the student is "Emerging" or "Progressing" on any of the English language proficiency subtests, the student is identified for LIEP. The parent will receive information about programming through the approved TransAct.com eligibility papers, "Determination of Student Eligibility for Program Placement-A". In addition, they will receive the "Notice of Program Placement" form. A summary of the completed assessment results and a copy of the associated forms will be located in the student's cumulative file.
3. Knowing the existing literacy and instructional levels of the student is essential to design appropriate instruction to match the content courses they are enrolled in. The frequency and intensity of services are individualized based on student needs. More significant language needs receive more intensive services to be successful in content courses. Examples of greater intensity include, but are not limited to additional instructional minutes, reduced group size, increased collaboration with the general education teacher, and specific accommodations and modifications.

4. Students' classroom placement will be within two years of the student's grade or age level. A consultation may be made with parents, district office, school counselor, and LIEP staff before placing students in designated grade levels. If the team recommends a placement outside of the "age-based grade", the principal and central office ELL administrator will be included in the decision making.

D. Assessment of English language proficiency will occur within the first thirty days of the student's arrival or, if the child enters after the beginning of the school year, within two weeks. Parental forms are distributed in a language most easily understood (TransACT).

1. "Determination of Student Eligibility Program Placement-A" (sent once upon placement) from TransAct. A copy of the initial parental notification will be kept in the student's cumulative file.
2. "Notice of Program Placement" form will be sent home to parents initially and annually using forms from TransAct.com.
3. Parents are notified at the time of initial placement and annually no later than 30 calendar days after the beginning of the school year. If the student enrolls after the beginning of the school year, parents will be notified within two weeks of a child being placed in a language instructional program. Parental notification must include: reasons for identification, student's level of English language proficiency, method of instruction, how the program meets the state proficiency standards, and specific exit requirements. Parental information must be provided in an understandable and uniform format, and to the extent possible, in a language that the parents can understand using forms from TransAct.com.
4. Copies of these forms will be placed in the student's cumulative file.

E. Process for waiving students from LIEP

1. Parents do have the right to waive enrollment in LIEP. If this is chosen by the family, the following will occur annually: communication is held to discuss recommendations, concerns, ELPA21 assessment requirements, and potential outcomes with parent(s) and provide the "Explanation of Consequences for not Participating in English Learner Program" notice from Transact.com.
2. The "Request for Change in Program Participation" form from Transact.com is used to document the parent's decision to waive services. This form will be signed by the parents and placed in the student's cumulative file.
3. The LIEP teacher will provide consultation with classroom teachers and communicate classroom accommodations, effective strategies, and language acquisition expectations. The ELL teacher, in collaboration with other teachers, is still responsible for ensuring equitable access to education for students who have waived LIEP services. The district will provide and/or encourage attendance at AEA-sponsored professional development opportunities for teachers to ensure student's mastery of English and academic achievement as required by law without enrollment in the LIEP. Even if the student is waived from services, he/she must take the annual ELPA21 Assessment.

III. Description of the LIEP

A. LIEP Goals:

1. Content Teacher Capacity: 100% of General Education and Special Education teachers will have the necessary information and resources to provide ELs effective instruction in the classroom.
 2. Language Goal: 65% of students in grades 1 - 12 will increase the composite score by 1 in the ELPA21 assessment from the Spring 18-19 to Spring 19-20 ELPA window.
 2. Academic Goal: 60% of ELL students in grades 2 - 11 will meet the typical growth score in the Measures of Academic Progress from fall to spring in reading.
 3. Parent Involvement: ELL students will achieve an attendance rate of 95% and the number of students who are chronically absent will be decreased by 3%.
- B. Description and implementation of specific state-approved LIEP model(s) used in district and the process to place students (*See Appendix B*)
1. Identifies and describes district implementation of an approved program model
 - a. Newcomer Program-College Community does not offer this program model.
 - b. English as a Second Language (ESL)-College Community uses the English as a Second Language (ESL) program model. This program consists of techniques, methodology, and special curriculum designed to teach students English language skills, which includes reading, writing, listening and speaking, study skills, content vocabulary, and cultural orientation. It may include a combination of both push-in and pull-out instruction.
 - c. Sheltered Instruction- Mike Beecher, Wendy Arnold Rodriguez, Matthew Alexander, Krista Oehlerich, and Amy Miner are certified as Sheltered Instruction Observation Protocol (S.I.O.P.) instructors. Grant Wood offers Sheltered Instruction professional development to College Community staff K-12.
 - d. Dual Language Program-College Community does not offer this program model.
 - e. Other Bilingual Program-College Community does not offer this program model.

*It should be noted that a “consultative model” is not an accepted LIEP service delivery model.
 2. Description of frequency and intensity of services by grade level/span and/or current English proficiency level
 - a. English language development: “Emerging” students will receive a minimum of 90 minutes of instruction weekly. “Progressing” students will receive a minimum of 60 minutes of instruction weekly. These minimums may need to be adjusted for students who receive significant additional support services beyond Tier I and/or for periods of school closure due to health- or weather-related emergencies and/or for significant adjustments to the instructional day and instructional minutes based on long-term emergency

situations such as a pandemic. The LIEP teacher will collaborate with general education teachers to provide resources and strategies for ELL students.

- b. LIEP support to access district core curriculum: The ELL team consults with classroom teachers to share strategies that are effective for ELL learners. ELL teachers also analyze core standards in conjunction with ELP standards to support EL students.
3. Students who are “Emerging” and “Progressing” (who have not waived ELL services) will receive direct LIEP instruction.

C. Description of annual parent notification of continuing placement and programming options in language most easily understood

1. The ELL teacher will provide parents with an annual notification of their student’s eligibility within 30 days of the beginning of the year. If the student enrolls after the beginning of the school year, parents will be notified within two weeks of a child being placed in a language instruction program. A copy of the “English Learner Program Placement” Form and the ELPA21 summative results will be sent home annually using forms from TransAct.com. The documents will be provided in a language that is most easily understood.
2. ELL teachers will be responsible for notifying the parent(s).
3. A copy of the “English Learner Program Placement” Form will be kept in the student’s cumulative file.

D. Description of procedure for communicating with parents who have waived LIEP services is in place annually

1. Parents have the right to waive enrollment in LIEP services. If this is chosen by the family, the initial meeting will be held in person and it will be reviewed annually via phone or in person with the parent’s signature obtained each year. Each year, ELL teachers will share the “Explanation of Consequences for not Participating in English Learner Program” information.
2. The “Request for Change in Program Participation” form will be signed by the parent.
3. The “Request for Change in Program Participation” form is placed in the student’s cumulative file.

E. Highly qualified staff (ESL endorsement)

1. College Community will employ an ESL-endorsed or approved provisional licensed teacher based on the requirements from the Board of Educational Examiners. If a student qualifies to receive direct services, the student will receive these services from an endorsed ESL teacher or one with an approved provisional license from the BOEE. Consultation with a teacher is not an appropriate means of providing LIEP services.
2. All ELL students will be in content-area instruction led by a teacher endorsed in the content area.

F. Designated administrator oversight for LIEPs who has training in needs of English Learners

1. Laura Medberry, Executive Director of Learning Supports, is the designated administrator oversight for the LIEP.
2. Laura Medberry will support and receive training on ELL through Grant Wood Area Education Agency and Iowa Department of Education.

G. Access to both Iowa Core Standards and English Language Proficiency (ELP) Standards

1. The district provides equal access to Iowa Core and English Language Proficiency Standards through research based instructional strategies and supplemental resources. Curriculum modifications and accommodations will be used to ensure all students have comprehensible access to the Iowa Core Standards.
2. College Community ELL teachers and content teachers participate in training related to the implementation of English Language Proficiency Standards using the six modules provided by the Iowa Department of Education, and will follow additional requirements for training content area teachers as required in the future.
 - a. Collaboration and consultation will be provided to staff through district professional development days and during team professional collaboration meetings.
 - b. Collaboration between LIEP and content area teachers occurs at minimum monthly.

H. Curriculum and Supplemental Resources for LIEP

1. The district LIEP team uses a variety of instructional materials including, but not limited to, National Geographic REACH, Edge, and Inside as a core resource for K-12 LIEP programming, and National Geographic Newcomer kits for elementary and secondary.
2. The LIEP team will select, purchase, and update instructional and supplemental resources as needed. Materials are revised and updated as needed following a review by the ELL teachers, GWAEA ELL consultants, and building administrators based on individual students' needs and current student data.
3. If additional curriculum is required the LIEP team, along with curriculum councils, ensure that ELL components are provided with general core curriculum.

IV. Process to Provide Meaningful Access to all Co-curricular and Extracurricular Programs and Activities

A. Process in place for identifying and serving gifted/talented (GT) ELs

1. Along with standardized assessments the LIEP team considers language acquisition rate as well as anecdotal evidence provided by general education staff and a "Torrance Test of Creativity" to identify possible placement in the gifted/talented program. The ELL teacher meets with the GT teacher, and other classroom teachers to evaluate the academic strengths. The rate of English proficiency is addressed at this meeting, in addition to other assessments. ELs are included in all GT assessments with LIEP accommodations. EL students will not be denied entitlement in GT services solely on the basis of standardized scores. The GT teacher presents data to the GT Eligibility Team to determine eligibility.
2. Once identified, the EL teachers will collaborate with the GT teacher on appropriate language supports for the students.

B. Process in place for identifying and serving ELs in special education

1. Identification procedures for special education will not discriminate based upon language proficiency. It takes 5 to 10 years to acquire English and can require additional years to become proficient. All ELs have Success Plans which include the student's picture, health, behavior, general background information,

proficiency level, accommodations, modifications, and possible ways to differentiate instruction. The Success Plans are distributed to teachers who are directly involved with ELL students and are updated annually. If students are struggling in an academic setting, ELs participate in the MTSS process. From there, if students are still struggling then data is collected and an intervention plan is created for the student. Progress monitoring is done on a consistent basis for both math and/or reading. At any point, a team of teachers who know the student's background and academic performance should complete the ELL Analysis Matrix from Steven Gill. Participants may include current and previous ELL teachers, current and previous classroom teachers, administrators, specialists, and AEA staff. Problem solving with EL students should include a team approach and should always include the ELL teacher. Special education referral criteria used to identify ELs who meet requirements for services in both special education and LIEP include: additional testing, review of previous educational experiences including type, quality, and consistency of instruction, teacher interviews, student interviews, and parent interviews, academic achievement records, state assessments with proficiency in mind, use of non-standardized assessments, and native language literacy assessment (if available). If the team determines that English proficiency, cultural considerations or prior education/instruction are the primary reasons for academic/behavioral concerns, EL students will not be deemed eligible for special education services.

2. Students dually identified for special education and ELL receive direct instruction by highly qualified ELL teachers and special education teachers with support for language needs.
3. The IEP team will include an ELL teacher with knowledge of the child's language needs and training in second language acquisition.

C. Process in place for identifying and serving ELs in any other district programs for which they are eligible (i.e., Title I, At-Risk, career and technical programs, counseling services, Advanced Placement, etc.)

1. All ELs have access to every district program including but not limited to: Title I, At-Risk, career and technical programs, counseling services, Advanced Placement, performing and visual arts, athletics, clubs, and honor societies.
 - a) ELs are eligible for the same activities and programs available to all students in the district, and College Community School District will ensure access to extracurricular activities and programs that ELs are eligible to receive.
 - b) College Community will support language needs, if appropriate, within the specified district program.
2. ELL teachers will provide parents and students with communication about programs and eligibility in a language most easily understood. Our district website prairiepride.org along with the Nutritional Services breakfast and lunch menus can be translated online.
3. The ELL teacher will be included in data review for consideration of placement into all programs (e.g. Title I and At-Risk)

D. Process in place for identifying and serving ELs in extracurricular activities (e.g., performing and visual arts, athletics, clubs, honor societies)

1. ELs are eligible for the same activities and programs available to all students in the district, and College Community School District will ensure access to

extracurricular activities and programs by identifying and serving ELs in activities and programs.

2. The ELL teacher will provide parents and students with communication about programs and eligibility in a language most easily understood when appropriate and the language is available.

V. Ongoing, Embedded District Level EL Professional Development for Staff who Deliver Instruction or Support the LIEP for ELs

A. Professional development for those who deliver instruction or support the LIEP

1. **The district and building administrators** The LIEP team presents information about their program to the Board of Education. The district superintendent and designated administrators are present during this meeting. District and building administrators at College Community will be encouraged to participate in GWAEA Title III sponsored activities.
2. **LIEP staff (certified and support staff)** Building and district professional development will be provided based on specific needs. Staff members are provided access to professional development opportunities through GWAEA.
3. **Content and classroom teachers** The ELL teachers work with the general education and special education teachers to increase the understanding of the instructional needs and strategies for working with students who are culturally and linguistically diverse. This includes: consultation with teachers, sharing information about English proficiency levels, offering professional development and access to professional development and English Proficiency Standards training opportunities.
4. **Paraprofessionals and building/district support staff (Instructional Coach, Counselor, Curriculum Coordinator)** The ELL teachers will be available to consult with paraprofessionals and building/district support staff to increase the understanding of instructional needs and strategies for working with students who are culturally and linguistically diverse, when needed. This includes: consultation, sharing information about English proficiency levels, offering professional development, and access to professional training. Support staff are also encouraged to participate in GWAEA Title III sponsored activities.
5. **Preschool teachers** ELL teachers or regional consultants will provide professional learning and collaboration for preschool teachers who serve ELL students. Preschool teachers will have access to courses related to serving ELL students that are offered by Grant Wood Area Education Agency.

B. Beginning in 2016-17 all licensed staff providing service to EL's (ie. content teachers and other certified support staff) must complete the training by 2017-18 in accordance with the new definitions in rule 281-60.2 (280) in Chapter 60, all staff responsible for the LIEP service or supporting such services must be trained.

1. All certified staff have completed the Modules individually or collectively via AEA PD Online and taken the associated brief quiz to document completion and content attainment. (Option A).

2. Certified staff will complete modules 1-6 thru trainingaeapdonline.org and complete the required quizzes.
3. Staff members will either print certificates or send e-certificates to Kim Simeons at the ESC office to be housed in their teacher folder.
4. New teachers who were not previously trained will be required to complete the six online modules as a part of their initial onboarding. They will provide proof of completion to Kim Simeons, the Human Resources administrative assistant, and copies of the certificates will be placed in personnel files.

VI. Annual English Language Proficiency Assessment and Administration (ELPA21)

A. Annual training to staff assigned to administer ELPA21

1. The district ELL teachers will complete the state developed online training for the ELPA21 annually.
2. College Community School District will maintain a record of the staff trained in administering the ELPA21. They will be sent to Kim Simeons. These certificates will be stored in personnel files found in the district office.

B. Dissemination of scores to stakeholders

1. ELPA21 results will be shared with administrators by the ELL teacher in each school. The analysis of the results will include a summary of the growth of students individually and as a group and recommendations for future programming changes.
2. ELPA21 results will be shared with general education teachers, instructional coaches, school counselors and support staff. The analysis of the results will include characteristics, recommended modifications and accommodations and effective strategies for the individual student at his/her current level of language acquisition, documented on the Success Plan.
3. Parents will receive a hard copy of individual results for the ELPA21 along with an explanation and recommendations for their child's program description and placement for the following school year.

C. Appropriate training to interpret results for staff

1. LIEP teachers will receive training through state developed webinars and GWAEA on the interpretation of the ELPA21 results and how to guide instruction and future programming based on those results. The stakeholders meeting is held annually. LIEP members will communicate with staff who teach EL students and provide guidance on the interpretation of the results and the implications for teaching these students.
2. The Executive Director of Learning Supports will attend the stakeholder meeting to interpret ELPA21 results with all members of the LIEP.
3. LIEP members will communicate with staff who directly serve EL students and provide guidance on the interpretation of the results and the implications for teaching these students.

D. Utilization of assessment results to guide instruction and programming

1. LIEP members will communicate with staff who teach EL students and provide guidance on the interpretation of the results in regards to their core instruction
2. LIEP instruction will be directed and modified using the results of the ELPA21 assessment
3. The district will use the ELPA21 data to guide direct services provided to the student for future programming

VII. LIEP Exit Criteria and Procedures

A. LIEP Exit Criteria

The student:

1. Achieves the required score for proficiency on ELPA21

B. LIEP Exit Procedures

1. Occurs during the allowable window (Students can only be exited between May 31 and October 1)
2. Notifies parents using the “English Language Development Program-Exit Letter” prior to the upcoming school year
3. ELL teachers will compile a list of students who are exiting the LIEP program. The ELL program administrative assistant will enter changes into the Student Information System.
4. The student begins two year monitoring.

VIII. Monitoring Procedures after Students Exit the LIEP Program including parent notification (No current form notifies parents of monitoring)

A. Describe monitoring procedures in place after students exit the program.

1. Provides a determination of ELs sustained academic progress that includes:
 - a. Data: The data will include the dates monitored, review of student grades, state proficiency assessment, and other district assessments, when applicable.
 - b. Criteria: Once the student has exited the program, ELL teachers, through the state Student Information System and other databases, will monitor the student at the end of each quarter for two years. ELs who are showing a lack of academic progress or success will be given the same support and consideration as all other students within the building intervention system which is used by the school/district to determine what is impeding academic progress and a plan for intervention.

2. Monitoring of students: Mike Beecher (ELL teacher), Krista Oehlerich (ELL teacher), Amy Miner (ELL teacher), Daisy Johnson (ELL teacher), Josue Niyokwizigirwa (ELL teacher), Wendy Rodriguez (ELL teacher), and Alexis Henderson (ELL teacher) are responsible for maintaining these records.

3. The team will review the progress of monitored students for 2 years to ensure he/she is proficient on the state proficiency assessment and communicate information quarterly.

4. ELs who are showing a lack of academic progress or success will be given the same support and consideration as all other students within the building intervention system which is used by the school/district to determine what is impeding academic progress and a plan for intervention.

B. LIEP re-entry procedures in place, if indicated by data, including notification of parents/guardians

1. Prior to making a decision regarding proceeding with re-screening a student for language proficiency, a team of school personnel (including the ELL teacher, general education teacher, and administrator minimally) will fully review the student’s academic skills, English language skills, social and emotional development, and behavioral needs.

If the team determines there is a need to re-screen a student using the ELPA21 Dynamic Screener and the screener reveals a language domain in which the student is not proficient, a student may be re-entered into the LIEP.

2. Parents will be notified of re-entry into the LIEP program, including the “English Learner Program Placement” Form. A copy of the form is sent to parents and one is kept in the student’s cumulative file. ELL teachers will notify classroom teachers of re-entry into the LIEP.

IX. LIEP Evaluation

A. College Community School District LIEP will be reviewed annually and continuously updated based on student needs, achievement data, state guidelines, and ELL teacher feedback. The LIEP team and the Executive Director of Learning Supports will participate in the program evaluation process sponsored by Grant Wood AEA in the spring of every school year.

1. Laura Medberry, Executive Director of Learning Supports, will be responsible for scheduling the team for LIEP evaluation.

2. The team will consider and respond to district data, such as Iowa Assessments, MAP, and ELPA21, and other formative assessments when planning for EL instruction in Core classes and in English language development.

3. The team will develop and plan future programs and services for ELs including:

- a. The ELL team has created 4 modules for mainstream teachers and/or administrators to learn more about academic and social needs of ELs that can be distributed to teachers to learn more about serving ELLs.
- b. The ELL team may need to provide instruction in multiple buildings to ensure all students, including special education students, are adequately served.
- c. There are 7 ELL teachers for the students at College Community (2 of these teachers are of half-time-equivalency).
- d. The ELL team reviews the roster and the weighting, at minimum, each semester.
- e. The ELL team will review curricular needs and make recommendations for district acquisition.
- f. The ELL team will ensure they meet the needs of all individual EL’s and/or subgroups.

4. [LEA English Learning Assurances](#) (Signed in CASA)

X. Appendices

A. Letter to Districts from the U.S. Department of Justice:

<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

B. Description of LIEP Models

C. “Title III Compliance Assurances: Checklist for Districts”

D. TransACT.com documents

E. Rubric to Assist in the Identification of LIEP Students as Gifted and Talented

Appendix A

Please download the full Department of Justice and Office of Civil Rights Joint Guidance document from:

<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

Appendix B

Description of LIEP Models

www.2.ed.gov/about/offices/list/ocr/EL/glossary.html

Newcomer Program: *Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants; typically, students attend these programs before they enter more traditional programs (e.g., English Language Development programs or mainstream classrooms with supplemental ESL instruction). (not available at College Community)*

Sheltered Instruction: *An instructional approach used to make academic instruction in English understandable to ELs. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects. An approved LIEP model using sheltered instruction must include direct instruction by an ESL-endorsed teacher.*

English as a Second Language (ESL): *A program of techniques, methodology, and special curriculum designed to teach ELs English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. Further, ESL instruction is usually in English with little use of native language.*

Dual Language Program: *Also known as two-way, or developmental, the goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language. (not available at College Community)*

Other Bilingual Program: *Bilingual education refers to approaches in the classroom that use the native language of English language learners (ELs) for instruction.*
www.nabe.org/BilingualEducation. *(not available at College Community)*

Appendix E

Rubric to Assist in the Identification of LIEP Students as Gifted and Talented

Developed by Francie J. Nolan, Gifted and Talented Supervisor, Columbus Public Schools with the assistance of Elizabeth Johnson, Gifted Specialist with TESOL certification, Dr. Brenda Custodio, ESL Administrator, Columbus Public Schools, Dr. Mary Donovan, ESL Consultant, Columbus Public Schools and, Dr. Dan Fleck, ESL State Consultant - Summer 2005

Name _____ School _____ Grade _____ Date _____ Tested Previously? Y/N (If yes, list name of test _____)
 Attach results if previously tested.

Rubric Directions: (Ask an educator who knows the student well to complete the rubric.)

You will see a list of characteristics describing a Limited English Proficient (LEP) student who may be gifted and talented. In order to make the G-T determination, please assess the student in each characteristic.

Characteristic	1 point Minimal	2 points Developing	3 points Capable	4 points Accomplished	5 points Exemplary
Language Acquisition	Never acquires and applies English language skills at a rate that exceeds the average expectation	Seldom acquires and applies English language skills at a rate that exceeds the average expectation	Sometimes acquires and applies English language skills at a rate that exceeds the average expectation	Usually acquires and applies English language skills at a rate that exceeds the average expectation Multiple Languages	Consistently acquires and applies English language skills at a rate that exceeds the average expectation
Acculturation	Has difficulty adapting to new culture and is challenged to successfully function in both cultures	Adapts to new cultures over time and is challenged to successfully function in both cultures	Adapts to new culture and sometimes successfully functions in both cultures	Adapts to new culture and successfully functions in both cultures most of the time	Quickly and easily adapts to new culture and successfully functions in both cultures at all times

Metacognitive Social Awareness

Imagination / Creativity	Never exhibits creativity and artistic ability and does not apply these abilities in academic areas	Seldom exhibits creativity and artistic ability and applies these abilities in few academic areas	Sometimes exhibits creativity and artistic ability and t applies these abilities in some academic areas	Frequently exhibits creativity and artistic ability and applies these abilities in most academic areas	Consistently exhibits creativity and artistic ability and applies these abilities in all academic areas
Humor	Never recognizes and appreciates humor in obvious or obscure settings	Seldom recognizes and appreciates humor in obvious or obscure settings	Sometimes recognizes and appreciates humor in obvious or obscure settings	Frequently recognizes and appreciates humor in obvious or obscure settings	Consistently recognizes and appreciates humor in obvious or obscure settings
Leadership	Never demonstrates leadership skills and does not utilize English to communicate expectations	Seldom demonstrates leadership skills and seldom utilizes English to communicate expectations	Sometimes demonstrates leadership skills and sometimes utilizes English to communicate expectations	Frequently demonstrates leadership skills and usually utilizes English to communicate expectations	Consistently demonstrates superior leadership skills and uses English to communicate expectations
Curiosity	Never driven to explore and discover through teacher- or self-directed activities and higher-level questioning	Seldom driven to explore and discover through teacher- or self-directed activities and higher-level questioning	Sometimes driven to explore and discover through teacher- or self-directed activities with some higher-level questioning	Frequently driven to explore and discover through teacher- or self-directed activities and higher-level questioning	Consistently driven to explore and discover through teacher- or self-directed activities and higher-level questioning
Artistic ability	Demonstrates minimal artistic expression in all visual arts	Demonstrates below-average artistic expression in all visual	Demonstrates average artistic expression in all visual arts	Demonstrates above-average artistic expression in all visual	Demonstrates superior artistic expression in all visual arts

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Scoring the Rubric

Note to Examiner: You may administer this instrument more than once during the school year. You may want to use it at the beginning and at the end of the school year to record progress.

28-35 = Identified for inclusion as gifted/talented; candidate for formal testing at a later date.

21-27 = Potential for re-examination by a different evaluator

14-20 = Keep encouraging student

Fewer than 14 means that the student needs additional positive opportunities to unfold his/her potential

Scoring Form

Name of Student _____ Student Number _____ School: _____ Date _____

Student Identified Gifted? Yes _____ No _____ Name/Title of Examiner _____
