Mindful Continuing Education

Tools and Resources to Assist English Language Learners

Chapter 1: IDENTIFYING POTENTIAL ENGLISH LEARNERS

1. To obtain accurate information about English Language Learners, schools should reassure parents that the such information is used solely to offer appropriate educational services, not for determining legal status or for immigration purposes.

A. True
B. False

2. Recommendations to assist with developing the content of home language survey (HLS) instruments and procedures that will provide accurate information include each of the following EXCEPT:

A. Ensuring that the purpose and use of the HLS is clearly communicated to both families and those who administer the survey
B. Including questions that are clear and understandable to those who administer the HLS
C. Making sure it elicits information about the student's current English abilities
D. Developing a process that provides regular evaluation and revision of the content as needed

DETERMINING WHICH STUDENTS ARE ENGLISH LEARNERS

3. Once students are identified as potential ELs, they must be assessed with a valid and reliable assessment to determine if they are indeed ELs, and LEAs and SEAs commonly refer to these assessments as "classification/grouping tests."

A. True
B. False

TOOLS-HOME LANGUAGE SURVEYS (HLS)

4. The U.S. Department of Education Office for Civil Rights (OCR) and the U.S.Department of Justice (DOJ) have approved three HLS questions that are considered minimally compliant under the law, including 'What is the primary language used in the home,' 'What is the language most often spoken by the student?' and 'What is the language that the student first acquired?'

A. True
B. False

SAMPLE 1-HOME LANGUAGE SURVEY

5. In addition to assessing language use and acquisition, home language surveys may ask parents about which language they prefer for receiving written and oral school communication.

A. True
B. False

CHAPTER 2: PROVIDING ENGLISH LEARNERS WITH A LANGUAGE ASSISTANCE PROGRAM

6. EL programs must be designed to enable ELs to attain both English proficiency and parity of participation in the standard instructional program within a reasonable length of time, and EL services and programs must be educationally sound in theory and:

A. Culturally relevant
B. Effective in practice
C. Ethically opportune
D. Pertinent in rationale

7. Which of the following does NOT accurately describe newcomer services for recent arrivals and students with interrupted formal education (SIFE)?

A. They are generally offered for two to four years, depending on student need
B. They offer specialized services and classes to help these students acclimate to U.S. schools
C. They develop foundational skills in content areas such as basic literacy and math concepts
D. They prepare students for ESL, ELD, bilingual, and immersion programs

A DISTRICT CHECKLIST-STEPS FOR ADDRESSING THE NEEDS OF LONG

TERM ENGLISH LEARNERS

8. District systems should be created to address the needs of long term English learners, and a priority must be to develop annual benchmark expectations for English Learners based on age/developmental level of the EL student as well as what is the norm for all student learners.

A. True
B. False

STRATEGIC AND INSTRUCTIONAL RECOMMENDATIONS

9. While reforms for English learners must be articulated and sustained, the district must also create a convincing instructional strategy that is capable of teaching ELLs to the highest standards, and that includes reviewing general education and ELL programs to ensure that there is an explicit focus on cultivating English language development and:

A. Incorporating accountability for ELLs
B. Empowering EL students to achieve
C. Building academic literacy
D. Developing a clear instructional vision

SOME EL PROGRAMS CONSIDERED EDUCATIONALLY SOUND IN THEORY

10. Dual Language or Two-Way Immersion is a program designed to impart English language skills so that the ELs can transition and succeed in an English-only mainstream classroom while remaining proficient in their native language.

A. True
B. False

CHAPTER 3: STAFFING AN ENGLISH LEARNER PROGRAM

11. When staffing an EL program, necessary personnel include:

A. Teachers who are qualified to provide EL services
B. Core-content teachers who are highly qualified in their field as well as trained to support EL students
C. Trained administrators who can evaluate these teachers
D. All of the above

12. LEAs must hire teachers qualified and certified to teach ELs, or support unqualified staff as they work towards obtaining the qualifications within a reasonable period of time, which is generally within five years.

A. True
B. False

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13. LEAs must provide ELs with adequate and appropriate resources that include sufficient quantities of applicable instructional materials, as well as each of the following EXCEPT:

A. Resources that provide challenging academic content that is aligned with grade-level state content standards
B. Title I and other grant-funded services that supplement common core curriculum
C. Appropriately trained and supervised paraprofessionals, as appropriate, to provide support services
D. Materials for students with disabilities when needed

SUPPORTING AN ENGLISH LEARNER PROGRAM

14. Schools and LEAs should ensure that all EL program, core-content, and special education teachers who deliver instruction to ELs with disabilities receive PD specifically related to teaching dually identified ELs.

A. True
B. False

CORE PRINCIPLES FOR PROFESSIONAL DEVELOPMENT (PD) OF TEACHERS OF ELS

15. Core principles to structure PD opportunities to facilitate successful outcomes for EL teachers and their students include engaging participants as learners, providing practice, feedback, and follow-up, measuring changes in teacher knowledge and skills, measuring changes in student performance, and building on a foundation of:

A. Skills, knowledge, and expertise
B. Collaboration, teamwork, and alliance
C. Regard, appreciation, and insight
D. Mentoring, coaching, and apprenticing

16. Cultural awareness is an important component of a professional development program, and educators must understand and appreciate EL students' different cultural backgrounds in order to maximize their achievement opportunities.

A. True
B. False

ESSENTIAL KNOWLEDGE FOR TEACHERS OF ELS

17. Oral language proficiency allows students to participate in academic discussions, understand instruction, and build literacy skills, and the best ways to increase oral language is through grammar exercises, listening activities, and cooperative learning projects.

A. True
B. False

EXPLICITLY TEACH ACADEMIC ENGLISH

18. Opportunities to learn and practice academic language are essential for all students, including English language learners, and it requires skills in multiple domains, including vocabulary, syntax/grammar, and:

A. Morphology
B. Reading comprehension
C. Phonology
D. Contextualized concepts

CLASSROOM ORGANIZATION

19. The dimension of "efficacy" considers how well the teacher manages time and routines so that instructional time is maximized, and captures the degree to which downtime is minimized for students.

A. True
B. False

CHAPTER 4: PROVIDING ENGLISH LEARNERS EQUAL ACCESS TO CURRICULAR AND EXTRACURRICULAR PROGRAMS

20. One important measure of whether ELs are able to attain equal participation in the standard instructional program within a reasonable length of time is whether a beginner EL will be able to earn a regular high school diploma in four years.

A. True
B. False

PROVIDING ENGLISH LEARNERS EQUAL ACCESS TO ADVANCED COURSES AND GATE

21. ELs tend to be underrepresented in gifted and talented programs, and face several barriers related to admission to these programs such as a lack of identification of students from underrepresented populations who may be gifted, frequent mobility among some ELs, lack of assessment instruments that are culturally appropriate, a lack of professional development for general education teachers about ELs, and:

A. Lack of effective communication with EL parents
B. Lack of enrichment programs that promote exceptional skills
C. Lack of consistent and specific guidelines to encourage participation
D. Lack of collaboration among teachers in GATE programs, mainstream teachers, and school counselors

22. Special attention must be paid to ensure that the needs of ELs who are gifted and have a disability, who are known as multi-distinct students, are consistently met, particularly in the areas of guidance and counseling.

A. True
B. False

TOOL 2-SIX KEY PRINCIPLES FOR TEACHING ENGLISH LEARNERS

23. The Common Core State Standards (CCSS) in English Language Arts and Mathematics as well as the Next Generation Science Standards (NGSS) require that ELs meet rigorous, grade level academic standards, and that instruction focuses on providing ELs with opportunities to engage in activities which are designed to build conceptual understanding and language competence in tandem through:

A. Challenging and creative capacity-building exercises
B. Literacy development strategies
C. Meaningful performance enterprises
D. Discipline-specific practices

TOOL 3-ENGLISH LEARNERS AND THE COLLEGE-AND CAREER-READY STANDARDS

24. While ELLs with high levels of schooling can often bring to bear conceptual knowledge developed in their first language when reading in English, and ELLs with limited or interrupted schooling will need to acquire background knowledge prerequisite to educational tasks at hand.

A. True
B. False

25. Which of the following is NOT one of the ways that students learn to participate in mathematical reasoning?

A. By making conjectures
B. By presenting explanations
C. By learning high-level vocabulary
D. By constructing arguments

IDENTIFYING AND SERVING CULTURALLY AND LINGUISTICALLY DIVERSE (CSD) GIFTED STUDENTS

26. To capture a holistic profile of all students, the most important criteria is gathering correlational and descriptive information from students and family members using socially sensitive methods of assessment.

A. True
B. False

CHAPTER 5: CREATING AN INCLUSIVE ENVIRONMENT FOR AND AVOIDING UNNECESSARY SEGREGATION OF ENGLISH LEARNERS

27. Keeping English Learner (EL) students in EL programs for extended periods is generally beneficial in achieving the program's educational goals.

A. True
B. False

28. . Prior to placing an EL student into an EL program that contains a degree of segregation, an LEA should ensure each of the following criteria is met EXCEPT:

A. ELs in the EL program should have the same range and level of extracurricular activities and additional services as non-EL students
B. ELs should have been given the opportunity to participate in newcomer programs designed to help develop linguistic, academic, and cultural skills
C. The EL must have comparable access to the standard curriculum within a reasonable amount of time
D. The degree of segregation in the program must be that which is necessary to achieve the goals of an educationally sound and effective program

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29. In order for SEAs and LEAs to determine whether their EL programs unnecessarily segregate ELs from non-ELs, suggested questions to ask include:

A. What are the stated educational goals of the EL program and is the degree of segregation necessary to achieve those goals?
B. Does the degree of segregation decrease commensurate with ELs' rising ELP levels as well as their time and progress in the EL program?
C. Do EL students participate with their non-EL peers during extracurricular and after-school and extracurricular activities?
D. All of the above

TOOLS-CREATING AN INCLUSIVE ENVIRONMENT FOR AVOIDING THE UNNECESSARY SEGREGATION OF ENGLISH LEARNERS

30. The Diversity Self-Assessment tool is designed to help generate conversation among teachers and other education personnel on the topic of diversity, and is one instrument that is intended to help schools, LEAs, and SEAs create welcoming and inclusive environments for ELs.

A. True
B. False

TOOL 1-DIVERSITY SELF-ASSESSMENT

31. When educators, administrators, and other stakeholders answer questions about diversity and perceptions, they are given the opportunity to examine their assumptions and biases in a way that is:

A. Thoughtful and potentially productive

B. Challenging and eye-opening
C. Perceptive and constructive
D. Honest and forthcoming

TOOL 3: CREATING AN INCLUSIVE ENVIRONMENT FOR ELS: SELF-MONITORING FORM

32. When monitoring whether or not the 'vision' of a program supports inclusion, key questions to ask include, 'Does the LEA value celebrate student diversity as reflected in its organizational vision or mission statement,' 'Is leadership knowledgeable about civil rights laws as they pertain to English Learners?' and:

A. Does the program prioritize keeping EL students with their English-speaking peers as much as possible when implementing an educationally sound program?
B. Does the program ensure that ELs have access to the same academic standards and expectations as their non-EL peers?
C. Does the LEA has a plan of action to facilitate an inclusive school culture and climate?
D. Are parents of ELs involved as members of school and LEA committees and engaged in decision-making activities affecting their children's education?

CHAPTER 6: TOOLS AND RESOURCES FOR ADDRESSING ENGLISH LEARNERS WITH DISABILITIES

33. Which of the following is NOT one of the four potential factors that may contribute to the misidentification of special education needs and learning disabilities among students who are ELs?

A. Poor instructional practices
B. Inappropriate assessment tools
C. Weak intervention strategies
D. Misguided expectations of school professionals

34. For an EL student with a disability, the IEP team should include professionals with training, and preferably expertise, in second language acquisition and how to differentiate between the student's needs stemming from a disability or lack of ELP.

A. True
B. False

35. If parents decline disability-related services under IDEA and Section 504, the SEA

and LEA are not obligated to provide language assistance services to ELs.

A. True
B. False

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36. When analyzing and utilizing the results of a disability evaluation, a key must be whether or not the recommended services will allow ELs with a disability to be involved and make progress in the general education curriculum and to participate in extracurricular activities.

A. True
B. False

TOOL 1: REFERRAL, IDENTIFICATION, ASSESSMENT, AND SERVICE DELIVERY TO ELS WITH DISABILITIES-POLICY RECOMMENDATIONS

37. According to the National Association of State Directors of Special Education, states should create a comprehensive policy for ELs with exceptionalities that provides extensive guidance to localities based on:

A. Immediate needs
B. Stated policies
C. Current research
D. None of the above

TOOL 2: CONSIDERING THE INFLUENCE OF LANGUAGE DIFFERENCES AND DISABILITY ON LEARNING BEHAVIORS

38. By determining the root of each student's difficulties, educators can select the most appropriate and effective teaching and learning strategies to use.

A. True
B. False

TOOL 3: A CHECKLIST FOR IEP TEAMS: CONSIDERING LIMITED ENGLISH PROFICIENCY-DEVELOPING THE IEP-A CHECKLIST FOR IEP

39. When an IEP team is developing a plan for a student with limited English proficiency, effective framing questions may include each of the following EXCEPT:

A. Do progress monitoring activities measure progress toward the mastery of English?
B. Does the IEP Team have access to assessment data that is accurate and unbiased?
C. Are the IEP Team members trained in how to use an interpreter?
D. Has the child been able to provide input on areas of needs, goals and preferred service delivery?

TOOL 5: SELECTING APPROPRIATE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES -'DOS' AND 'DON'TS' WHEN SELECTING ACCOMMODATIONS

40. Which of the following is NOT an accurate statement about selecting appropriate accommodations for the students with disabilities?

A. Never select accommodations unrelated to documented student learning needs or that are intended to give students an unfair advantage
B. Select accommodations that will assist the student with general learning goals rather than those that are based on specific individual needs in each content area
C. Become familiar with the types of accommodations that can be used as both instructional and assessment accommodations
D. Don't assume the same accommodations remain appropriate year after year

CHAPTER 7: TOOLS AND RESOURCES FOR SERVING ENGLISH LEARNERS WHO OPT OUT OF EL PROGRAMS

41. A parent's decision on whether or not to have a child participate in EL services must be voluntary and based on a full understanding of the EL child's rights, the range of services available to the child, and the benefits of such services to the child.

A. True
B. False

42. If an LEA finds that a student is struggling after opting out of the EL program, they should take appropriate steps to assist the student by:

A. Further assessing the student's ELP
B. Notifying the student's parent about the child's lack of progress
C. Encouraging the parent to opt the child back in to EL programs and services
D. All of the above

43. ELs who opt out of programs or services must have their ELP reassessed a minimum of once every _____ until they exit EL status.

A. Three months
B. Six months
C. Year
D. Eighteen months

44. When developing processes and providing support for ELs, having a way to explore the cause of high opt-out rates for EL services if and when they occur should be considered.

A. True
B. False

TOOL 2: SAMPLE PARENT NOTIFICATION LETTER FOR A CHILD'S PLACEMENT IN ENGLISH LEARNER PROGRAMS AND SERVICES

45. Notification forms that LEAs use to inform parents of their children's EL status and their right to opt out need to be provided in a language that the parent understands, and may include a statement such as, 'The overall goal of the EL program is for students to become fully proficient in English and to master state standards for academic achievement as rapidly as possible.'

A. True
B. False

TOOL 3: SAMPLE ENGLISH LEARNER PROGRAMS AND SERVICES OPT-OUT NOTIFICATION

46. In order to maintain legal compliance when a parent chooses to opt their child out of EL programs or services, a LEA should provide documentation that parents have been notified of their child's rights, the range of EL services that their child could receive, and the benefits of such EL services, before voluntarily waiving them.

A. True
B. False

Chapter 8: Tracking the Progress of English Learners

47. Establishing rigorous monitoring systems that include periodic benchmarks allows LEAs to:

A. Monitor ELs' progress over time
B. Determine when students are not making appropriate progress
C. Provide additional support to enable ELs to reach English proficiency and gain grade-level content knowledge
D. All of the above

Exiting English Learners

48. Exiting EL students either too soon or too late raises civil rights concerns, as EL students who are exited too soon are denied access to EL services while EL students who are exited too late may be denied access to parts of the general curriculum.

A. True
B. False

Tool 2: Monitoring English Learner Progress in Core Content Areas

49. Each of the following is an accurate statement about monitoring EL progress in core content areas EXCEPT:

A. Classroom teachers and EL specialists should gather data on EL progress and collaborate based on this data to ensure that the EL is growing at an acceptable rate in both English language acquisition and content knowledge
B. Monitoring tools are meant to be used at team meetings in which classroom teachers and EL specialists review each student's progress in mastering academic content standards and meeting benchmarks, and determine the support and services an EL may need
C. In addition to monitoring assessment scores, grades, teacher observation, and attendance, monitoring tools must include previous year benchmarks to ensure that students have made continuous progress over time
D. Action steps are included in monitoring to assist students who are not meeting grade-level academic standards or benchmarks

Chapter 9: EVALUATING THE EFFECTIVENESS OF A DISTRICT'S EL PROGRAM

50. LEAs should collect longitudinal data to monitor and compare the performance of

current ELs, former ELs, and never-ELs in the LEA's standard instructional program, preferably through data collection aligned with annual measurable achievement objectives (AMAOs).

A. True
B. False

Tool 1: COMPONENTS OF AN EVALUATION OF PROGRAMS AND SERVICES FOR ELs

51. Possible data sources to obtain EL program implementation information include file and record reviews, staff interviews and surveys, enrollment data in advanced, gifted, and special education courses, choice programs, and extracurricular activities, input from parents, student surveys, or focus group meetings, and grievances or complaints made to the district regarding program implementation, service delivery, or access to programs.

A. True
B. False

SEVEN DIMENSIONS OF AN LEA'S NEEDS ASSESSMENT: THE PROMOTING EXCELLENCE APPRAISAL SYSTEM

52. According to The Promoting Excellence Appraisal System (PEAS) developed by the George Washington University Center for Equity and Excellence in Education to support higher achievement among ELs, effective instructional program design must research-based and aligned with:

A. Visions and needs
B. Opportunity and objectives
C. Expectations and promise
D. Standards and values

CHAPTER 10: ENSURING MEANINGFUL COMMUNICATION WITH LIMITED ENGLISH PROFICIENT PARENTS

53. Communication with limited English proficient (LEP) parents in a language they can understand provides a foundation for students' academic success and creates a welcoming school community, while also providing parents access to all the necessary information about their childâ€™s education.

A. True
B. False

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54. Which of the following is NOT one of the key questions that should be addressed to ensure that SEAs, LEAs, and schools are adequately notifying and informing parents?

A. What procedures are in place for LEP parents to be informed of programs, services, and activities in a language they understand?
B. Does the LEA provide a framework to help schools promote open communication with parents in order to facilitate improved student outcomes?
C. How does the LEA ensure that translated written communications-including information regarding progress reports, report cards, and permission slips-are provided in a language that LEP parents understand?
D. What is the process for providing translation or interpretation services, when needed, for parent-teacher conferences, IEP meetings, and disciplinary proceedings?

Bridging Families' Culture and Schools

55. Experts recommend identifying family strengths in order to engage with families as partners in their children's education and to develop strong relationships between home, school, and community.

A. True
B. False