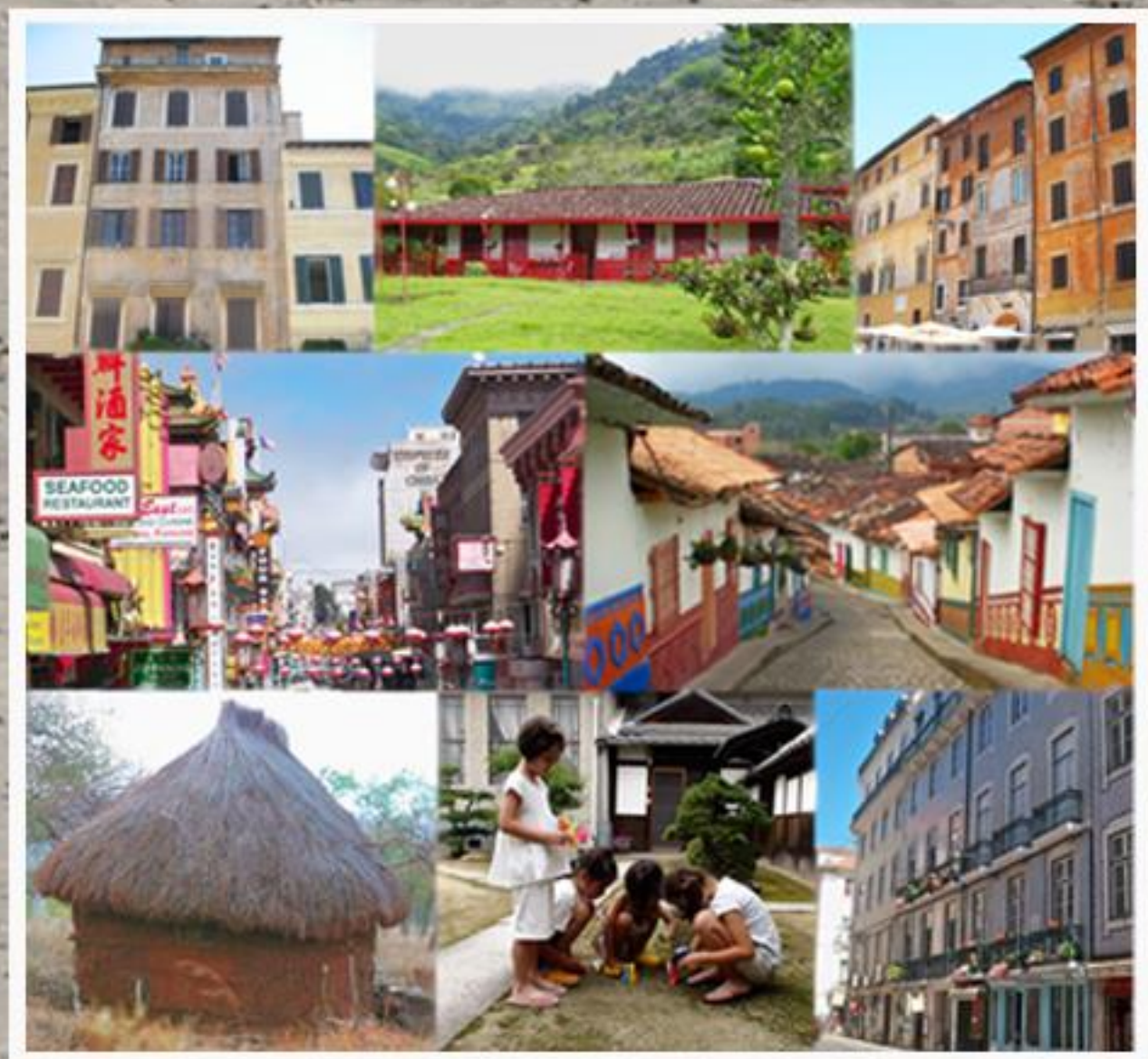




CEP-EL: A COMPREHENSIVE EVALUATION PROCESS FOR ENGLISH LEARNERS

A PROCESS MANUAL



PREPARED BY ANGELA GAVIRIA AND TIMOTHY TIPTON

2012

This manual may be reprinted in whole or in part, with credit to the San Diego Unified School District acknowledged. However, reproduction of this CEP-EL: Comprehensive Evaluation Process for English Learners in whole or in part for sale is not permitted.



San Diego Unified
SCHOOL DISTRICT

**CEP-EL: A Comprehensive Evaluation
Process for English Learners
*A Process Manual***

Prepared by
Angela Gaviria, Ed.S.
and
Timothy Tipton, M.A., CCC-SLP

San Diego Unified School District
agaviria@sandi.net
tтиpton@sandi.net
2012- Updated 4/2016

Table of Contents

ACKNOWLEDGMENTS	v
INTRODUCTION	1
PROCEDURE	
Implementation of the CEP-EL.....	5
Prior to a Referral to Special Education	8
<i>English Learner Initial Referral and Decision Making Process Flowchart</i>	10
<i>Cumulative File Check</i>	13
<i>English Learner Extrinsic Factors</i>	15
<i>English Learner Intervention Summary</i>	20
After a Referral to Special Education	22
<i>Comprehensive Evaluation Process for English Learners (CEP-EL) Checklist</i>	25
APPENDIX	
Action Plan.....	37
Methods	43
Tools.....	47
<i>Tools for Data Gathering on Extrinsic Factors</i>	49
<i>Transdisciplinary Interviews</i>	51
<i>English Learner Student Questionnaire: Language Use</i>	53
<i>English Learner Parent Questionnaire</i>	54
<i>English Learner Teacher Questionnaire</i>	55
<i>Transdisciplinary Observations</i>	56
<i>English Learner Classroom Observation Checklist</i>	58
<i>English Learner Focused Observation Form</i>	59
<i>Questions to Consider When Conducting Observations of English Learners</i>	61
<i>English Language Development Proficiency Indicator</i>	62
<i>Conversational and Academic Language Skills Rating Scale</i>	63
<i>Best Practice Guidelines for English Learner Assessment and Treatment</i>	64
<i>English Learner Initial Referral and Decision Making Process</i>	65
<i>Cumulative File Check</i>	66
<i>English Learner Extrinsic Factors</i>	67
<i>English Learner Intervention Summary</i>	70
<i>Comprehensive Evaluation Process for English Learners (CEP-EL) Checklist</i>	71
GLOSSARY OF ACRONYMS, TERMS, AND CONCEPTS	75
REFERENCES	7

Acknowledgments

We would like to acknowledge the many collaborators who have made this work possible. Their support and leadership have made a unified pre-referral, referral, and identification process possible. The authors of *CEP-EL: A Comprehensive Evaluation Process for English Learners*, Angela Gaviria, Tiffany Jones-Cristiani, and Timothy Tipton, worked in close collaboration with Dr. Jaime Hernandez, Sonia Picos, and Carla Querobim. In addition, we are grateful to the many reviewers of the process for sharing their time and insights, including the many participants of the focus groups; our pilot school, Porter Elementary; and the Latino Advisory Committee. Also, a special thanks to the San Diego Unified School District leadership team, the Board of Education, Superintendent Kowba, Dr. Joe Fulcher, and Susan Martinez.

This manual was developed out of a request from district staff to provide a guide that contains all relevant Comprehensive Evaluation Process for English Learners (CEP-EL) documents, with additional supporting documents, that personnel may reference and duplicate. The authors of this manual would like to thank An Pham Medina for her contributions to this manual. We'd also like to acknowledge Claudia Dunaway and Anne Geiberger for their editorial support and Natasha Nicholson for her cover design.

Introduction

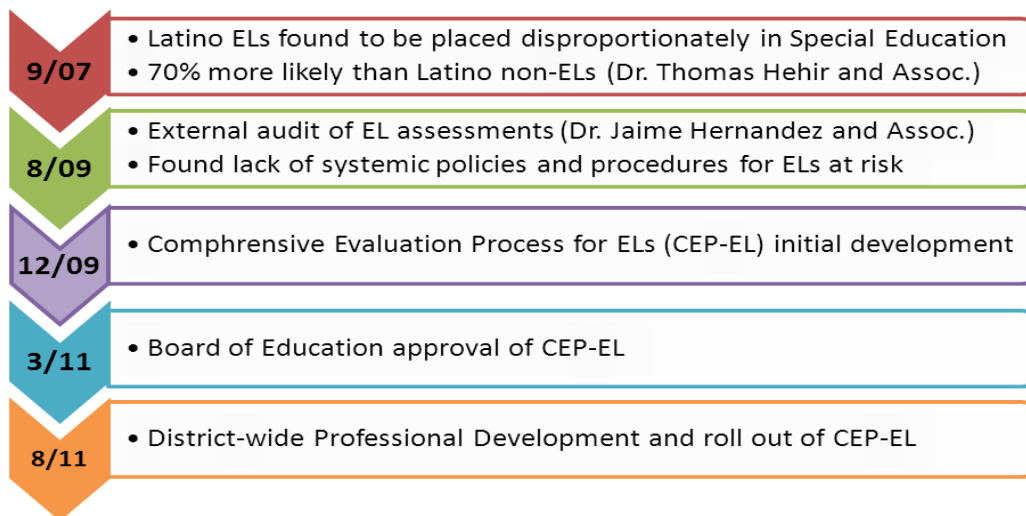
This manual first describes the path that the San Diego Unified School District (SDUSD) has taken in reducing the over-identification and disproportionality of English learners (EL) in special education. It then provides a clearly defined structure of aligned responsibilities between general and special educators that reflects the input provided by a variety of stakeholders, including district staff, the Latino Advisory Committee, and noted general and special education scholars. These collaborative efforts resulted in the creation of the *CEP-EL: Comprehensive Evaluation Process for English Learners*, which engages teams in best practices, culturally responsive strategies, and evidence-based methods.

BACKGROUND

The Individuals with Disabilities Education Improvement Act (IDEIA 2004) emphasizes the need for State Education Agencies (SEAs) and Local Education Agencies (LEAs) to appropriately identify students for special education services. In California, the Special Education Action Plan requires all districts to address disproportionality in special education by ensuring that appropriate referral and identification processes are in place. Although the issue of disproportionate identification is a national concern, SDUSD has taken extraordinary steps to address this critical and pervasive matter.

In 2007, Dr. Thomas Hehir and Associates completed a comprehensive review of SDUSD's special education program. One of the major findings of Dr. Hehir's evaluation was that the district identified English learners and African American students as disproportionately having disabilities. In particular, Latino English learners were found to be 70 percent more likely to be identified for special education services than their Latino non-English learner peers (Hehir and Mosqueda, 2007).

A follow-up study by Dr. Jaime Hernandez (2009) examined the cultural and linguistic factors of disproportionality in the district. Based on a sample of English learner files, Dr. Hernandez found patterns of earlier identification, placement in more restrictive settings, limited primary language assessments, and few references to extrinsic factors in reports. Dr. Hernandez concluded that district engagement must occur across a number of areas and include a series of coordinated reforms, within general education and special education, to improve the quality of special education referral and identification practices for culturally and linguistically diverse students.



Timeline

OVERVIEW OF PROCESS

In accordance with the Hehir and Hernandez reports, the *CEP-EL: Comprehensive Evaluation Process for English Learners* was created to improve the validity of special education referrals and the accuracy of special education eligibility decisions for culturally and linguistically diverse students. The CEP-EL provides procedures for district staff to follow when conducting initial evaluations and three-year re-evaluations (i.e., triennials) for special education services. The foundation of the CEP-EL is based on federal, state, and district laws, regulations, and policies (IDEIA '04, California Department of Education's Composite of Laws, SDUSD's Policy and Procedures Manual), Hehir and Hernandez recommendations, research on English learners in general and special education, and best practices being implemented currently in schools.

Another important component of the comprehensive evaluation requires schools to implement appropriate and adequate general education interventions prior to special education referrals. These pre-referral interventions must be determined by collaborative teams that consider extrinsic factors such as poor attendance, lack of appropriate instruction, unfamiliarity with the English language, environmental and economic issues, and cultural differences, prior to determining eligibility for special education. Individualized Education Planning teams will need to utilize the information from these comprehensive evaluations to determine special education eligibility and services.

As part of the CEP-EL, each evaluation must document the following:

- Evidence of systematic, data-driven intervention and referral procedures
- Evidence that extrinsic factors have been considered in the following areas:
 - Physical and psychological
 - Personal and cultural
 - Language development
 - Previous and current learning environment, including ELD instruction

- Evidence of parent/guardian participation throughout the process
- Evidence that a problem-solving team (e.g., grade-level, SST, Rtl²) has met more than once over a reasonable period of time in order to
 - Identify and systematically address all concerns
 - Collect data that allows analysis of student progress
 - Evaluate the effectiveness of intervention plan implementation
- Assessments that include
 - Comprehensive assessments in all areas of suspected disability
 - Mandatory health assessments
 - Assessment in primary language, unless not feasible
 - Information from multiple contexts, non-discriminatory tools and qualified assessors
- Upon determination of disability the IEP includes
 - A statement of exclusionary criteria that rules out extrinsic factors, such as English language acquisition, as primary contributors to the student's difficulties
 - A comprehensive eligibility statement that justifies the need for special education services
 - A statement that justifies placement in the least restrictive environment.
 - Goals that are culturally and linguistically appropriate, including those that will lead to the development of English language proficiency

Procedure

Implementation of the CEP-EL

Who is responsible for implementing the CEP-EL

Site teams utilize the following tools through a collaboration of general and special education staff. Site administrators and support teams are encouraged to help define how available resources are used to complete this process. It is this collaboration and its inherent sharing of responsibilities that gives the process the strength it requires to support our students with diverse backgrounds and needs. Developed using transdisciplinary principles, “discipline barriers” break down when various tasks are shared by each member of the team. This collaborative approach is designed to result in supports that are more child-centered, effective, and comprehensive.

Transdisciplinary teams* perform a range of important functions:

- Exchange information on a regular basis
- Coordinate planning, strategizing, and intervention
- Support each other in the face of potentially difficult problems
- Help share responsibility and accountability
- Pool resources and expertise
- Minimize duplication of effort
- Ensure more authentic assessment

When to use the process

The CEP-EL tools are used for all English learners who are experiencing ongoing academic and/or behavioral difficulties. The tools guide teams to systematically collect valid and relevant performance data across a variety of settings in order to make the best educational decisions for each student. The data yield an individual set of strengths and weaknesses that is further clarified when compared to peers from a similar background.

The *CEP-EL Checklist* is used when conducting initial evaluations and re-evaluations for special education services (not annual or supplemental IEPs).

District English learners. Any student who lives in a home where a language other than English is spoken must take the California English Language Development Test (CELDT) within 30 days of his or her first date of enrollment in school to determine whether the student is "fluent English proficient" or an English learner. The CELDT is then administered each year to English learners until they are reclassified as fluent English proficient.

* For more information, see Dunaway, C., Kenney, E., and Chandler, M. K., *Forming Transdisciplinary Teams: Performance-Based Assessment*. San Diego Unified School District, 2006.

The CEP-EL is intended for students who are officially classified as English learners by the school district. This does not include preschoolers, students initially identified as “English proficient,” or students now “reclassified” who were previously English learners. Although not “official” ELs, these students would benefit from the majority of procedures found in the CEP-EL.

To check on official EL status, consult with the classroom teacher, English Learner Support Teacher (ELST), the student’s cumulative file, or one of the district’s data keeping systems, such as EXCEED, Data Director, or Zangle.

Performance-Based Data. Performance-based data best describe what a student can and cannot do in the educational setting. Educators gather data in naturally occurring contexts (e.g., classroom instruction, social environments) and focus on patterns that exist in the data. In order for our data to be valid and meaningful, several examiners must collect data from multiple tasks and in different contexts over a period of time.

Patterns of Strengths and Weaknesses. A primary focus of this process is the gathering of student background information (e.g., *Cumulative File Check* form, *English Learner Extrinsic Factors* form). Investigation into English learners’ diverse cultural and linguistic backgrounds will most certainly reveal a different set of cultural and linguistic strengths. As we get to know the student through observations, interviews, and language and work sampling, patterns of both strengths and weaknesses will better inform our instruction and interventions.

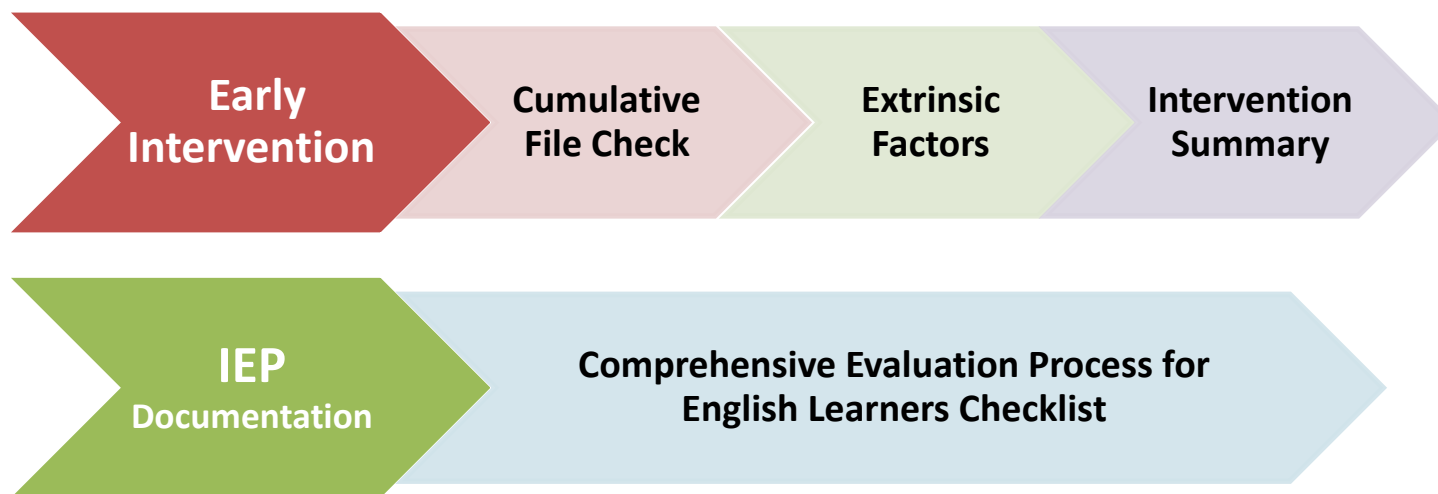
Comparisons to Peers. Students stand out from their peers when they demonstrate exceptional levels of functioning. If we focus on one student at a time, we may fail to notice that other students in the same class are having similar academic or behavioral problems. If this is the case, then the team would shift its observational focus from the individual to the instructional system (see *English Learner Extrinsic Factors* form). The goal would be to find ways to change the system so that all students would have greater access to the curriculum.

It is also important to consider the level of similarity in the students’ backgrounds when interpreting the data from our comparison to peers. Use caution when comparing students from distinct cultural and linguistic backgrounds.

Documentation of the process

Pre-referral tools. The completed *Cumulative File Check*, *English Learner Extrinsic Factors*, and *English Learner Intervention Summary* documents are either housed online at the EXCEED RtI² site and/or placed as paper copies in the student’s cumulative file.

CEP-EL Checklist. The completed *CEP-EL Checklist* is attached to the signed, hard copy of the IEP and placed in the special education container.



CEP-EL Tools & Sequence

Prior to a Referral to Special Education

English Learner Initial Referral and Decision Making Process

English Learner is experiencing academic and/or behavioral difficulties as determined by performance data across settings, strengths and weaknesses, and comparison to peers (where possible, from similar backgrounds).

Have the English Learner's physical and psychological factors been ruled out as primary contributors to the difficulties?

YES

NO

Provide intervention in areas such as vision, nutrition, hearing, sleep, trauma or injury, illness, living conditions, safety, belonging, and self-esteem. (See Section A, *EL Extrinsic Factors* form)

Have the English Learner's personal and cultural factors been ruled out as primary contributors to the difficulties?

YES

NO

Provide intervention in areas such as socioeconomic status (e.g., utilize community resources), parental involvement & education, mobility, attendance, experience, cultural norms and dynamics, and acculturation process. (See Section B, *EL Extrinsic Factors* form)

Has the English Learner's language development been ruled out as a primary contributor to the difficulty?

YES

NO

Provide intervention in areas such as proficiency in all languages (social and academic) and English Language Development (ELD) instruction. (See Section C, *EL Extrinsic Factors* form)

Has the English Learner's previous and current learning environment been ruled out as a primary contributor to the difficulties?

YES

NO

Provide intervention in areas such as

- Teacher/School:** collaboration, professional development, teaching/management style, expectations, qualifications, behavioral supports (school-wide, classroom, individual), cultural responsiveness, and family involvement.
- Curriculum/Instruction:** based on Content & ELD standards, focused on ELD, explicit literacy and academic language development, strategic use of primary language, interactive and direct instruction, and the use of assessment data to improve student achievement.

(See Section D, *EL Extrinsic Factors* form)

Is there evidence of a history of severe medical and/or developmental problems (e.g., orthopedic, hearing, or visual impairment, intellectual disability, traumatic brain injury) that adversely impacts educational progress?

YES

Hold a problem-solving team meeting to address student needs AND consider a referral for special education.

NO

Has a problem-solving team met more than once over a reasonable period of time in order to:

- identify and systematically address concerns?
- collect data for student progress?
- re-evaluate the effectiveness of the intervention plan?

YES

NO

Gather information from multiple contexts, tools, and perspectives (including parent/guardian), implement effective strategies, and monitor student progress over a sufficient period of time (e.g., 3 months). (See *English Learner Intervention Summary*)

Is there a consistent pattern of limited progress?

YES

NO

Growth pattern may be improving, inconsistent, or not yet evident. Continue, modify or expand intervention, adjust time frame, and monitor progress.

- Adjust/intensify intervention plan
- Consult with the Bilingual Support Network (BSN) AND/OR
- Consider a referral for special education



San Diego Unified
SCHOOL DISTRICT

English Learner Initial Referral and Decision-Making Process

OVERVIEW. This flowchart guides site teams in step-by-step decision making before a referral is made to special education. Best performed in a Response to Instruction and Intervention (RtI²) format, it focuses on problem-solving teams systematically ruling out extrinsic factors as primary contributors to student difficulties.

CONTENT. Designed using Maslow's Hierarchy of Needs (see Hierarchy of Needs in Education on next page), the process starts with examining if the student's basic needs are being met (e.g., health, nutrition, sleep, shelter). Teams begin by investigating physical and psychological factors, before moving on to personal and cultural factors, language development factors, and educational opportunity factors that may be impacting a student's learning.

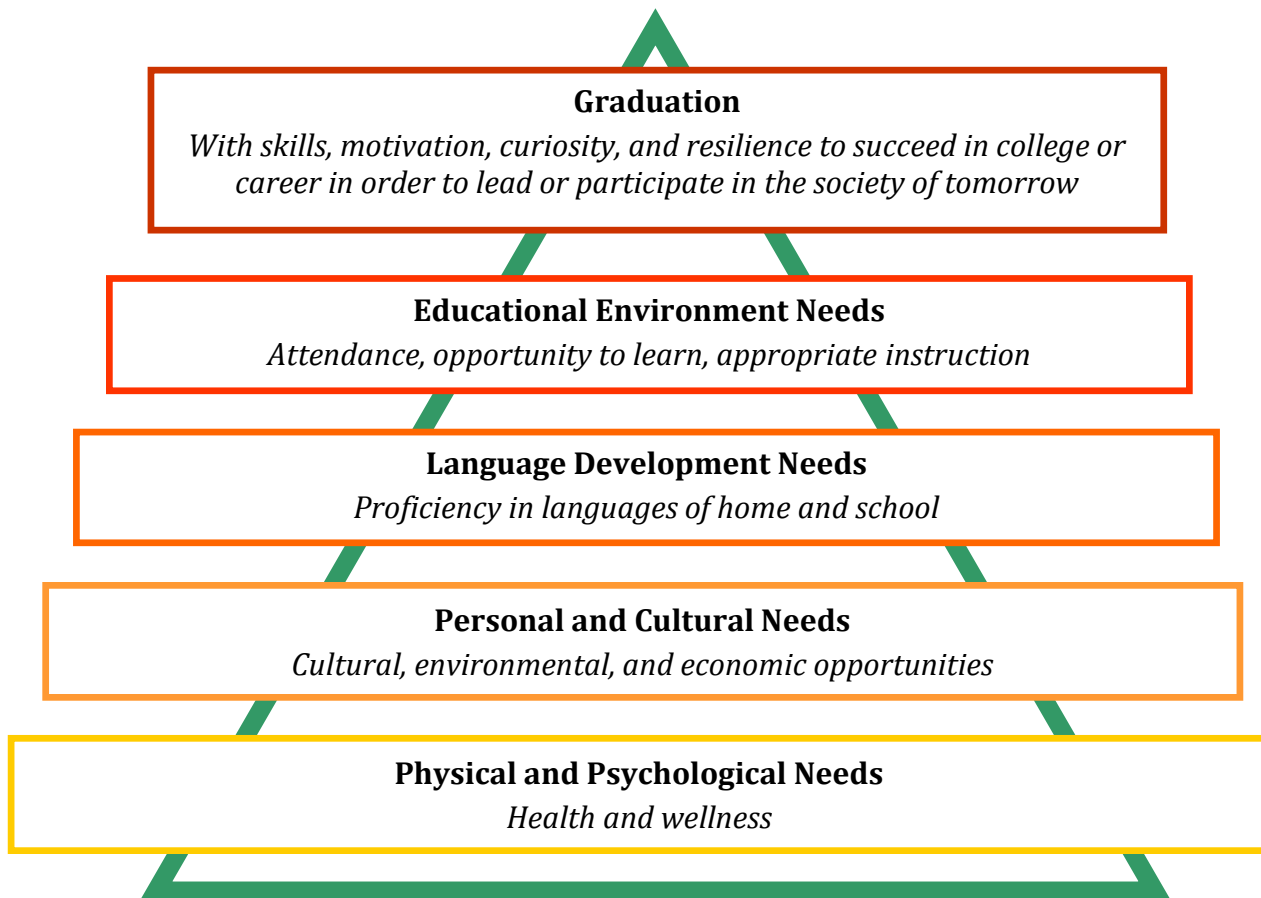
Arman was a first-grade student who started presenting incidents of aggressive behavior. When the problem-solving team met they noticed a pattern revolving around food and water. Arman had thrown a chair in the cafeteria when a peer tried to take his orange. Additionally, when a teacher did not let him get water after the bell for the end of recess had rung, he pushed the teacher. The team decided to interview Arman's family and discovered that he was not receiving breakfast at home. Arman's family thought he was receiving breakfast at school, but he frequently arrived late to school and missed breakfast. The team decided to intervene by keeping a breakfast tray for him if he was late. Additionally, the principal rewarded him with a snack if he displayed appropriate behavior. Arman never had another aggressive behavior once the plan was put into effect. A referral for special education was not warranted. Arman had been displaying aggressive behavior because his nutritional needs had not been met.

The flowchart defines scenarios that may lead to a referral for special education (i.e., a history of severe medical and/or developmental concerns; consistent pattern of limited growth despite intensive supports in the area of need).

Maria came from Mexico at the age of seven with a diagnosis of cerebral palsy and reported cognitive delays. She had no history of attending school. Upon first enrollment, the problem-solving team met to address her needs by investigating her background, identifying relevant extrinsic factors, and making a referral for special education.

PROCEDURE. Determine that the English learner is experiencing academic and/or behavioral difficulties based on performance data collected across settings, analysis of strengths and weaknesses, and comparison to peers (where possible, from similar backgrounds). Rule out relevant extrinsic factors as the primary contributors to the student's difficulties to determine if a referral for special education is warranted. Navigate

the flowchart through the necessary steps to identify, investigate, and intervene in the extrinsic factors, academic concerns, and/or behavioral concerns impacting achievement of grade level standards.



Hierarchy of Needs in Education (based on Maslow's Hierarchy of Needs)

CUMULATIVE FILE CHECK

STUDENT _____ ID _____ TEACHER _____ GRADE ____ DATE ____

HOME LANGUAGE(S) _____ ENGLISH LEARNER YES ____ NO ____

CELDT SCORES: DATE _____ OVERALL PROFICIENCY LEVEL _____

LISTENING _____ SPEAKING _____ READING _____ WRITING _____

PERSON FILLING OUT FORM _____ POSITION _____

CHECK CUM FILE FOR THE FOLLOWING:			IF CONCERNED OR NEED MORE INFORMATION PLEASE CONTACT: NOTE DATE CONTACT WAS MADE:
Cum File Present	Yes	No	Registration Clerk
IEP Exists	Yes	No	Education Specialist/Administrator/Parent
Evidence of Previous SST/RtI Date _____	Yes	No	School Counselor/Administrator/Parent
Hearing/Vision/Health Concerns	Yes	No	Nurse/Parent
Attendance/Tardiness Concerns	Yes	No	Attendance Clerk/School Counselor/Parent
Fine/Gross Motor Concerns	Yes	No	Occupational Therapist/Adapted PE Teacher/Parent
Speech/Language Concerns	Yes	No	Speech-Language Pathologist/Parent
ELD Instruction/Supplemental Support How long? _____	Yes	No	English Learner Support Teacher/Administrator/Parent
Participation in Counseling	Yes	No	School Counselor/Administrator/School Psychologist/Parent
Behavior Concerns	Yes	No	Previous Teacher/School Counselor/Parent Administrator/School Psychologist
Testing History Reviewed	Yes	No	Administrator/Previous Teacher
Report Cards Reviewed	Yes	No	Administrator/Previous Teacher
Retained Grade Retained _____	Yes	No	Administrator

STUDENT STRENGTHS:
DESCRIPTION OF CONCERN(S):

Cumulative File Check

OVERVIEW. The *Cumulative File Check* is a pre-referral, supporting document that is completed as part of RtI² through a collaboration of the general and special education site team. It may also be used when a student transfers from another school site. In addition, it supports the Review of Background Information section of the *CEP-EL Checklist*.

Mrs. Smith, a third-grade teacher, reviewed the cumulative file of her newly arrived student, Jorge. She discovered gaps in attendance and hearing screens that resulted in the need for further investigation. In addition, strengths in math were revealed through previous assessments found in the cum. Mrs. Smith consulted with his parents regarding attendance and the parents and school nurse regarding his hearing, and raised her expectations for more challenging math activities.

CONTENT. The *Cumulative File Check* contains data gathered by staff members of the background information found within a student's cumulative file. When there is a concern discovered in the cumulative file or a need for more information, the *Cumulative File Check* identifies appropriate site support staff to contact for consultation and/or collaboration.

PROCEDURE. When an English learner presents with concerns, staff (often the classroom teacher) revisit the student's cumulative file. The cumulative files, or "cums," are usually found in the main administration office and follow students from site to site. When using the *Cumulative File Check* found on EXCEED RtI² much of the demographic data at the top of form should be auto-filled from other district data systems, but some information must be filled in by staff. Indicate the information found in the cum and note the name and date of additional staff contacted. Summarize any important findings in the boxes for Student Strengths and Description of Concern(s) and bring this information to a problem-solving team, if necessary. In EXCEED RtI², staff may add information at any time in the expandable boxes. The completed *Cumulative File Check* document is either housed online in Exceed RtI² and/or placed as a paper copy in the student's cumulative file.

English Learner Extrinsic Factors

Student: _____ ID #: _____ Date: _____
 School: _____ Teacher: _____ Grade: _____
 Home Language(s): _____ Years in US Schools: _____

English Learners (ELs) frequently have a wider variety of extrinsic factors impacting their lives and consequently their participation and progress in the US educational system. Factors that are specific to ELs are the differences they experience in their environment, such as culture, language, and exposure to academics. These differences must be examined at an individual level, given specific family, regional, and other intra- and inter-cultural influences. Although only a small percentage of students have an intrinsic disability, a vast majority of English Learners struggle while learning in a second language. Therefore, it's imperative to investigate extrinsic factors.

Staff is to complete information in all sections. Include parent/guardian participation via attendance at pre-referral meetings, phone conversations, home visits and/or conferences, using an interpreter when necessary. Use Response to Intervention to begin to rule out extrinsic factors as primary contributors to academic, behavioral and/or English language development concerns. Document interventions and their outcomes on the *English Learner Intervention Summary*.

SECTION A: Physical and Psychological Factors that May Impact Learning

Yes No Investigating

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Does the student have access to healthcare? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are the student's basic nutritional needs being met? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Do hearing and vision checks reveal results within normal limits? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Does the student have a history of ear infections, allergies, or ear tubes? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Might the student have an untreated medical condition causing pain (as a result of dental cavities, exposure to chemicals, quality of water, etc.)? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Does the family living arrangement impact the student's learning? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has student experienced traumatic events, such as warfare, natural disasters, terrorist incidents, extreme poverty, events in refugee camps, serious accidents, or personal assaults/abuse? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is there a physical condition or affective barrier (anxiety, apathy, stress) that impacts the student's learning? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | In the school environment, is the student impacted by his/her cultural diversity, difference of status, linguistic differences, relocation or resettlement, and social or cultural isolation (consider self-esteem and sense of belonging)? |

Strengths revealed:

Areas identified for intervention:

SECTION B: Personal and Cultural Factors that May Impact Learning

Yes **No** **Investigating**

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has student moved schools frequently? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has student endured separation from family members (e.g., parent(s) living abroad, immigration, military deployment, divorce)? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are there economic circumstances affecting achievement in school (consider economic barriers, changes from home country socioeconomic status)? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Have traditional hierarchical roles shifted within the family (e.g., student taking on more responsibility with childcare, interpreting, etc.)? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are gender and/or birth order expectations of the home impacting learning? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Do language barriers exist within the family (e.g., student no longer speaks home language proficiently enough to speak with parents and extended family)? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is family support available to the student (e.g., academic support, homework routines)? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has the student's family had access to community support systems? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is the family a member of a community that shares its language and culture? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has the team examined what motivates and interests the student? |

Strengths revealed:

Areas identified for intervention:

SECTION C: Language Development Factors that May Impact Learning

Yes **No** **Investigating**

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is there evidence that the student has received systematic English Language Development (ELD) instruction? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Does the teacher use explicit oral and written language models in every lesson? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are the oral and written language models at and slightly above the student's language level? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has the student been shown how language works to express ideas, intentions, and information? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are there opportunities for the student to interact and talk in at least 3 lessons a day? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are a variety of talk structures used in the classroom (e.g., partner talk, small group, large group, teacher directed, student directed) every day? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | If grammar and vocabulary errors affect meaning, does the student receive positive and explicit feedback? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is sufficient wait-time (average 3-5 seconds) given to the student before responses are expected? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is there a match between student's instructional language level and classroom demands? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is there listening and speaking data from all languages? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is there reading and writing data from all languages of instruction? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Have available data related to the student's language development (CELDT, IPT, Curriculum-Based Assessments, ELD standard goals, etc.) been collected and reviewed? |

Yes No Investigating

- Has language information been gathered from various contexts (home, playground, classroom) and sources (parent, teacher, other staff)?

Strengths revealed:

Areas identified for intervention:

SECTION D: Previous and Current Learning Environment Factors that May Impact Learning

Yes No Investigating

- Were there similar concerns in any previous school environment?
- Did the student receive instruction in English during his/her previous school experience?
- Was the student ever formally instructed in his/her primary language?
- Have the previous and current instructional programs (i.e., Structured English Immersion, Mainstream English Cluster) matched the student’s English language proficiency level?
- Has the student moved between different types of instructional programs (e.g., Bilingual, Structured English Immersion)?
- Have there been any limited educational opportunities related to attendance, tardies, gaps in instruction, and time in school, district, or country?
- Has instruction been differentiated for the student’s learning style and level of language acquisition every day? Check off instructional techniques tried:
 - Variety of speech patterns (e.g., intonation, rate, repetition)
 - Experiential techniques (e.g., manipulatives, hands-on activities, movement)
 - Visual supports (e.g., objects, gestures, graphic organizers)
 - Alternative ways to respond (e.g., home language, signals) to ensure participation
 - Flexible group structures (e.g., pairs, cooperative groups)
 - Vocabulary scaffolded for student’s prior knowledge
 - Student strengths incorporated in all subject areas
 - Components of literacy explicitly taught in a meaningful and contextual manner
 - Checks for understanding of all lesson objectives
- Have work samples been used to compare the student to peers from similar backgrounds?
- Has performance across content areas been considered?
- Have a variety of methods (classroom performance, district and state data) been used to investigate academic performance in all languages?

Strengths revealed:

Areas identified for intervention:

English Learner Extrinsic Factors

OVERVIEW. The *English Learner Extrinsic Factors* form is a pre-referral, supporting document that is completed as part of RtI² through a collaboration of the general and special education site team. It promotes further investigation into extrinsic factors, parent input, and identification of student strengths and links to best practices in English learner education. It also supports the Review of Background Information section of the *CEP-EL Checklist*.

English learners frequently have a wide variety of extrinsic factors impacting their lives and consequently their participation and progress in the U.S. educational system. Factors that are specific to ELs are the differences they experience in their environment, such as culture, language, and exposure to academics. These differences must be examined at an individual level, given specific family, regional, and other intra- and inter-cultural influences. Although only a small percentage of students have an intrinsic disability, a vast majority of English learners struggle while learning in a second language. Therefore, it's imperative to investigate extrinsic factors.

Camilo is a fifth grade student who is significantly below grade level academically. In his current school, there has been a review of records, including the cumulative file. Use of the English Learner Extrinsic Factors form helped the site team capture a holistic picture of Camilo to facilitate decision making regarding appropriate supports and interventions. Academic history includes attendance in three school districts and different instructional programs (Biliteracy, English instruction with and without English language development support). He was retained in the third grade. He has been referred twice to site problem-solving teams due to concerns with reading skills and behavior problems on the playground. There is a history of attendance issues and lack of completion of homework. The family reported tantrums in the home when Camilo was asked to do his homework. Camilo has expressed stress and low self-esteem about the difficulty of classwork and homework. The family is currently participating in counseling services.

CONTENT. The *English Learner Extrinsic Factors* form contains a list of factors that may be impacting student learning. It is composed of the following sections:

- A. Physical and Psychological Factors**
Health/wellness, self-esteem, and life experiences
- B. Personal and Cultural Factors**
Mobility, cultural interactions, and family circumstances
- C. Language Development Factors**
Proficiency, contexts of use, and instructional strategies
- D. Previous and Current Learning Environment Factors**
Educational history, opportunities to learn, and gaps in instruction

PROCEDURE. Support teams, with guidance from site administrators, collaborate in sharing the responsibilities of gathering the pertinent information regarding the student's background. Comprehensive data gathering in each area requires the input of various team member perspectives (e.g., student, parents, teachers, administrators, support staff).

Use the *English Learner Extrinsic Factors* form to guide the team's thinking, not as a questionnaire or list of interview questions. The questions should be used to initiate team conversations that may lead to hypotheses on what is hindering the student's educational success. (See *Ethnographic Interviewing* in the appendix.)

All sections should be completed. Indicate which factors the team suspects are impacting the student's learning. Other factors can be indicated with "Investigating" when a question is relevant, but more information is needed. There are factors that will be unrelated to the individual student's learning and require no investigation.

Gather data over time and use multiple sources of data (e.g., records review, interviews, observations, student work, cultural liaison). Include parent/guardian participation via attendance at pre-referral meetings, phone conversations, home visits, and/or conferences, using an interpreter when necessary. (See appendix for more details on data-gathering tools, including interviews and observations.)

Summarize strengths revealed in each section and identify any areas of intervention. Use RtI² to begin to rule out extrinsic factors as primary contributors to academic, behavioral, and/or English language development concerns. Document interventions and their outcomes on the *English Learner Intervention Summary*.

The completed *English Learner Extrinsic Factors* document is either housed online in Exceed RtI² and/or placed as a paper copy in the student's cumulative file.

ENGLISH LEARNER INTERVENTION SUMMARY

STUDENT: _____
SCHOOL: _____

ID#: _____
TEACHER: _____

GRADE: _____
DATE: _____

STUDENT STRENGTHS:

AREA OF CONCERN	INTERVENTION	OUTCOMES/DATES
EXTRINSIC FACTORS (REFER TO EL EXTRINSIC FACTORS FORM)		
ACADEMIC CONCERNS IN COMPARISON TO PEERS (WHEN POSSIBLE, FROM SIMILAR BACKGROUNDS)		
BEHAVIOR CONCERNS THAT IMPACT ACHIEVEMENT OF GRADE-LEVEL STANDARDS (OBSERVABLE AND MEASURABLE)		

EFFECTIVE PRACTICES FOR ENGLISH LEARNERS:

- Explicit teaching of the features of English along with ample, meaningful opportunities to use it.
- Systematic, carefully designed ELD instruction.
- Dedicated ELD instructional time.
- Explicit teaching of the principle components of literacy including phonics, phonemic awareness, reading fluency, vocabulary comprehension, and writing.
- Increased opportunities to develop academic English vocabulary and comprehension.
- Emphasizing academic English language skills in all subject areas.
- Direct instruction that provides explicit teaching of skills or knowledge including modeling, corrective feedback, and guided practice.

English Learner Intervention Summary

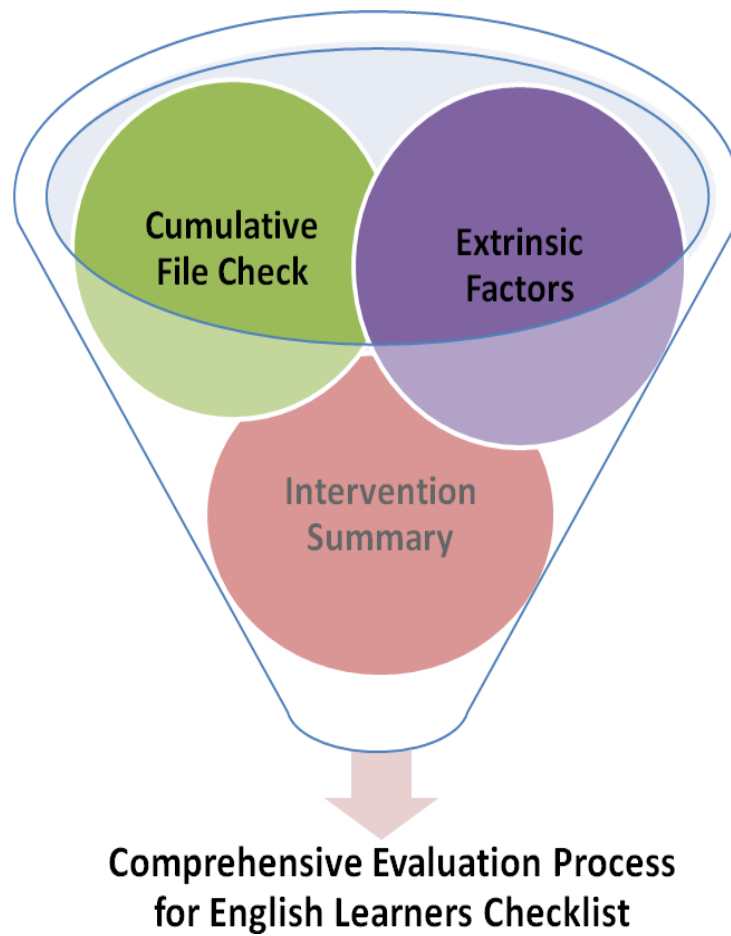
OVERVIEW. The *English Learner Intervention Summary* is a pre-referral, supporting document that is completed as part of RtI² through a collaboration of the general and special education site teams. It supports the Review of Background Information section of the *CEP-EL Checklist*.

CONTENT. The *English Learner Intervention Summary* documents interventions tried and their outcomes over time. It divides concerns that may be impacting learning into three areas: Extrinsic factors, academic concerns, and behavioral concerns. In addition, the *English Learner Intervention Summary* provides space for noting student strengths and lists effective practices for English learners that may assist teams in guiding instruction and selecting interventions.

*Juan's second grade teacher used the **Cumulative File Check** and found a gap in attendance at his previous school. The **English Learner Extrinsic Factors** form prompted school staff to discover frequent movement between instructional programs. Teacher, EL specialist, counselor, administrator, and family worked together to plan for consistency in attendance and instructional programming. This plan and the student's resulting success were documented in the **English Learner Intervention Summary**. A referral to special education was considered inappropriate.*

PROCEDURE. Begin by listing the student strengths and areas of concern discovered during the gathering of student background information. Document interventions provided for each area of concern and include their outcomes and dates. Use the *English Learner Intervention Summary* to look for patterns of progress, re-evaluate the effectiveness of the instruction and interventions provided, adjust/intensify the intervention plan, and/or consider a referral for special education. If a referral is warranted, special education staff will benefit from the summary of interventions when completing the referral documentation and their assessment reports. The completed *English Learner Intervention Summary* document is either housed online in Exceed RtI² and/or placed as a paper copy in the student's cumulative file.

After a Referral to Special Education



The CEP-EL pre-referral tools help funnel a large amount of information into a smaller pool of appropriate referrals.

STUDENT NAME:

ID#:

DATE OF IEP:

Comprehensive Evaluation Process for English Learners (CEP-EL) Checklist

This document certifies that newly identified or re-evaluated English learners have been provided a comprehensive evaluation upon identification. It is not a certification of disability. This form may be reviewed for compliance.

I. REVIEW OF BACKGROUND INFORMATION

FOR ENGLISH LEARNERS CONSIDERED FOR AN INITIAL SPECIAL EDUCATION REFERRAL
The following actions must occur during the pre-referral intervention stages (RtI Tier 1 & 2) to ensure specific *academic, behavioral, and/or English language development concerns* were addressed:

- | <u>Yes</u> | <u>No</u> | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Evidence of cumulative file review for the following information: report cards, attendance history, behavior history, primary language proficiency, and progress in English language proficiency <ul style="list-style-type: none"> <input type="checkbox"/> <i>Cumulative File Check</i> form |
| <input type="checkbox"/> | <input type="checkbox"/> | Evidence that pre-referral teams began to rule out extrinsic factors as primary contributors and actions were taken to address any concerns <ul style="list-style-type: none"> <input type="checkbox"/> Section A of <i>English Learner Extrinsic Factors</i> form <input type="checkbox"/> Physical and Psychological Factors that May Impact Learning <input type="checkbox"/> Section B of <i>English Learner Extrinsic Factors</i> form <input type="checkbox"/> Personal and Cultural Factors that May Impact Learning <input type="checkbox"/> Section C of <i>English Learner Extrinsic Factors</i> form <input type="checkbox"/> Language Development Factors that May Impact Learning <input type="checkbox"/> Section D of <i>English Learner Extrinsic Factors</i> form <input type="checkbox"/> Previous and Current Learning Environment Factors that May Impact Learning |
| <input type="checkbox"/> | <input type="checkbox"/> | Parent/guardian participation in the pre-referral process using an interpreter when necessary, via attendance at the pre-referral intervention meeting, phone conversation, home visit, or conference
OR multiple attempts at contact using an interpreter when necessary |
| <input type="checkbox"/> | <input type="checkbox"/> | Evidence that identified concerns were systematically addressed in <ul style="list-style-type: none"> <input type="checkbox"/> an initial pre-referral meeting DATE: <input type="checkbox"/> a follow-up pre-referral intervention meeting to evaluate progress and the effectiveness of the plan DATE: <input type="checkbox"/> <i>English Learner Intervention Summary</i> form in cumulative folder <p style="text-align: center;">OR</p> <p>There is evidence of a history of <i>severe</i> medical and/or developmental problems (e.g., orthopedic, hearing, or visual impairment, intellectual disability, traumatic brain injury) that adversely impacts educational progress and a problem-solving team met to address student needs <ul style="list-style-type: none"> <input type="checkbox"/> <i>English Learner Intervention Summary</i> form </p> |

II. ASSESSMENT

REVIEW OF PREVIOUS ASSESSMENTS FOR STUDENTS CURRENTLY RECEIVING SPECIAL EDUCATION SERVICES

Yes

No

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | The student's initial identification and provision of special education services were reviewed for appropriateness. Consider factors such as physical, psychological, personal, cultural, language development, and previous/current learning environment factors |
|--------------------------|--------------------------|---|

CURRENT ASSESSMENT

Yes

No

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Current assessment incorporates information from multiple contexts, tools, and perspectives, including information from the parent/guardian |
| <input type="checkbox"/> | <input type="checkbox"/> | Health assessment is completed, including vision and hearing |
| <input type="checkbox"/> | <input type="checkbox"/> | Comprehensive academic assessment is completed, including review of ELD progress, work samples, response to interventions implemented, strength and weakness patterns across content areas, and classroom observations |
| <input type="checkbox"/> | <input type="checkbox"/> | Student is assessed in all areas of suspected disabilities and concerns such as language-communication, cognition-general ability, abilities of intellectual processing, adaptive behavior and social-emotional functioning |
| <input type="checkbox"/> | <input type="checkbox"/> | Tools are selected and administered as to not be discriminatory on a linguistic, racial or cultural basis |
| <input type="checkbox"/> | <input type="checkbox"/> | The IEP and assessment report(s) document the following: <ul style="list-style-type: none"> <input type="checkbox"/> Assessments completed in the primary language or the language(s) most likely to yield accurate information on what the student knows and can do. <i>Justify your choice below</i> <input type="checkbox"/> Assessments completed by qualified personnel competent in student's primary language with knowledge and understanding of the cultural and ethnic background of the student <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <input type="checkbox"/> An interpreter was used and the assessment report notes that this may have affected the validity of the assessment <input type="checkbox"/> The above items are not feasible. <i>Explain below</i> |

Justification of language(s) of assessment:

III. IEP TEAM DETERMINATION OF ELIGIBILITY

A. DETERMINATION OF DISABILITY

Yes No

- The IEP team determination of disability is based on documented information that incorporates multiple contexts, tools, and perspectives, including information from the parent/guardian **AND** not based on the use of any single measure or assessment

B. CONSIDERATION OF EXCLUSIONARY CRITERIA

Yes No

- The IEP team determines that the student's educational needs **were not** primarily due to extrinsic factors, including:
- lack of appropriate instruction
 - unfamiliarity with the English language
 - environmental or economic disadvantage
 - cultural factors
 - temporary physical disabilities
 - social maladjustment
- OR**
- The IEP team determines that the student's educational needs **were** primarily due to the following extrinsic factor(s), and therefore, **not eligible** for special education services: _____
- All assessment reports contain an exclusionary criteria statement specific to the disability or disabilities

Provide an exclusionary criteria statement for the disability or disabilities:

C. DETERMINATION OF ELIGIBILITY FOR PRIMARY DISABILITY (Check one):

See Special Education Policies and Procedures Manual, Appendix A, Disability Definitions

- Autism
- Deaf-Blindness
- Deafness
- Emotional Disturbance
- Hearing Impairment



- Intellectual Disability
 - Multiple Disabilities
 - Orthopedic Impairment
 - Other Health Impairment
 - Specific Learning Disability
 - Speech/Language Impairment
 - Traumatic Brain Injury
 - Visual Impairment
- The assessment report contains an eligibility statement for the primary disability

Provide an eligibility statement for the primary disability identified above:

IV. IEP TEAM SUPPORTS AND SERVICES

THE FOLLOWING DOCUMENTATION APPEARS IN THE IEP:

- | <u>Yes</u> | <u>No</u> | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | The IEP team includes a credentialed/certified person with second language expertise who is knowledgeable about second language acquisition and cultural competence |
| <input type="checkbox"/> | <input type="checkbox"/> | The school took whatever action is necessary to ensure that the parent/guardian understands and participates in the IEP team meeting, including arranging for an interpreter if necessary |
| <input type="checkbox"/> | <input type="checkbox"/> | The present levels of performance <ul style="list-style-type: none"> <input type="checkbox"/> Identify the student as an English learner <input type="checkbox"/> Identify the language proficiency assessments used (CELDT, primary language assessments) and interpret their results <input type="checkbox"/> Indicate the student's instructional program and language of instruction <input type="checkbox"/> Identify who will provide English Language Development (ELD) instruction |
| <input type="checkbox"/> | <input type="checkbox"/> | A statement justifying placement in the least restrictive environment |
| <input type="checkbox"/> | <input type="checkbox"/> | All academic goals are culturally and linguistically appropriate |
| <input type="checkbox"/> | <input type="checkbox"/> | The IEP includes ELD goal(s) that are: <ul style="list-style-type: none"> <input type="checkbox"/> aligned with ELD Standards <input type="checkbox"/> clearly identified in the IEP |

ATTACH TO IEP AND PLACE COPY IN SPECIAL EDUCATION CONTAINER

CEP-EL Checklist

OVERVIEW. The *CEP-EL Checklist* provides procedures to follow when conducting initial evaluations and re-evaluations for special education services (not annual or supplemental IEPs). It certifies English learners have been provided a comprehensive evaluation upon consideration for special education services.* The *CEP-EL Checklist* is required when considering English learners within any special education disability category. Best practices for English learners throughout the evaluation process (from pre-referral to IEP development) are documented. The *CEP-EL Checklist* links to pre-referral CEP-EL tools (*English Learner Initial Referral* and *Decision-Making Process Flowchart, Cumulative File Check, English Learner Extrinsic Factors, English Learner Intervention Summary*), San Diego Unified School District Special Education Division Policy and Procedures Manual, and special education law. The *CEP-EL Checklist* may be reviewed for compliance.

CONTENT. The *CEP-EL Checklist* is composed of the following sections:

I. Review of Background Information

Parent/guardian participation, provision for students with severe concerns, review of background for students already identified for special education services and supported by other pre-referral CEP-EL tools

II. ASSESSMENT

Comprehensive assessments, mandatory health assessments, assessment in primary language with appropriate tools and qualified assessors

III. IEP TEAM DETERMINATION OF ELIGIBILITY

Determination of disability based on multiple sources of data, consideration of exclusionary criteria, and statement of rationale for eligibility

IV. IEP TEAM SUPPORTS AND SERVICES

Participation of a team member with second language expertise, use of an interpreter, consideration of least restrictive environment and goals aligned to ELD standards

PROCEDURE Site teams complete the actions as described in the *CEP-EL Checklist* through a collaboration of general and special education staff. Special education case managers, with support from site teams, fill out the *CEP-EL Checklist* prior to the IEP meeting. Each item requires a “Yes” or “No” response, with some items requiring additional information. (See glossary for further explanation of terms and concepts.) The completed *CEP-EL Checklist* is then attached to the signed, hard copy of the IEP and placed in the special education container.

* The *CEP-EL Checklist* is not a certification of disability (i.e., it does not focus only on special education eligibility requirements).

The CEP-EL Checklist is available in a “writable” PDF format so that staff may type into and print the document. Saving of data in writable PDFs is not possible.

Begin with Section I, Review of Background Information, for English learners considered for an initial special education referral.

Indicate the use of the CEP-EL pre-referral tools by checking the appropriate boxes. Include dates, as necessary. After Section I is completed, skip forward to CURRENT ASSESSMENT in Section II.

Begin with Section II, Assessment, when re-evaluating English learners currently receiving special education services.

Indicate assessment procedures completed for each item. Provide a statement that justifies your choice of language(s) of assessment (which can be copied from the IEP).

When reviewing previous assessments for students currently receiving special education services, teams have the option of using CEP-EL pre-referral tools to examine the student’s background information.

Section III, IEP Team Determination of Eligibility.

Indicate procedures completed for each item in the order presented: A. Determination of Disability, B. Consideration of Exclusionary Criteria, C. Determination of Eligibility for Primary Disability. Provide statements for exclusionary criteria and eligibility (which can be copied from the IEP).

Section IV, IEP Team Supports and Services.

Indicate that the described documentation can be found in the IEP. Each item should be checked.

The glossary contains further explanation of terms and concepts.

Appendix

Action Plan

SAN DIEGO UNIFIED SCHOOL DISTRICT
STUDENT SERVICES OFFICE
Special Education Division

English Learner Strategic Planning Committee
Social Emotional and/or Behavioral Concerns Strategic Planning Committee

Comprehensive Evaluation Process (CEP): An Action Plan for English Learners and Students Referred to Special Education for Social-Emotional/Behavioral Concerns

March 29, 2011

Purpose

This report describes the proposed plan of the San Diego Unified School District for reducing the over-identification and disproportionality of student groups within Special Education programs. The organization of the action plan is based on a clearly defined structure of aligned responsibilities between special education and general education staff. Input for this report has been provided by a variety of stakeholders, including district staff, faculty/staff at San Diego State University, the Latino Advisory Committee, the Association of African American Educators, and noted special education scholars. This action plan reflects a collaborative model of best practices, culturally responsive strategies, and evidence-based methods. There is minimal impact to district staffing or funding.

Recommendations for Board Action

The English Learner and Social Emotional/Behavior Strategic Planning Committees recommend adoption of the proposed Special Education Action Plan, which includes the following:

- 1) Implementation of a district process for identifying English learners for Special Education.
- 2) Implementation of a district process for identifying students referred to Special Education for social-emotional and/or behavioral concerns.
- 3) **Creation of an oversight committee to monitor (quarterly) special education referral and identification processes for disproportionality.**

Upon board approval, staff will take the necessary steps to implement the recommended actions.

Background

The reauthorization of the Individuals with Disabilities Education Act (IDEA) emphasizes the need for State Education Agencies (SEAs) and Local Education Agencies (LEAs) to identify and address the disproportionate identification of culturally and linguistically

diverse students in special education settings. In California, the Special Education Action Plan requires all districts to address disproportionality in special education by ensuring that appropriate referral and identification processes are in place. Although the issue of disproportionate identification is a national concern, SDUSD has taken extraordinary steps to address this transcendent matter. For instance, in 2007, Dr. Thomas Hehir completed a comprehensive evaluation of the district's special education program. One of the major findings of Hehir's evaluation was that the district disproportionately identified African American students and English learners as having disabilities. A follow-up study by Dr. Jaime Hernandez (2009) examined the cultural and linguistic factors of [special education] disproportionality in the district. Dr. Hernandez concluded that district engagement must occur across a number of areas and include a Special Education Action Plan/CEP series of coordinated reforms, within general education and special education, to improve the quality of special education referral and identification practices for culturally and linguistically diverse students.

This plan was developed, in accordance with the Hehir and Hernandez reports, to ensure that best practices are followed when referring and evaluating English learners and students suspected of a social-emotional and/or behavioral issues for special education services. With this proposal, site teams will be required to demonstrate and document evidence of appropriate referrals, evaluations, and identification for services.

Discussion

The process for developing this action plan was a twelve-month experience that included a core group of participants who were committed to the overall goals of this project. The group was guided by a desire to create an appropriate special education referral process for culturally and linguistically diverse students. The project evolved into two separate committees, with the first group focusing on the development of a plan for addressing the issues of over-identification of English learners. The second committee was tasked with developing a comprehensive evaluation process for African-American students referred to special education for social-emotional and/or behavioral concerns. Throughout the process, the committees met with various district departments, staff, advisory groups, and community organizations for input and feedback.

It should be noted that both committees recommended that all targeted students have a comprehensive evaluation when referred for special education services. The evaluation must be conducted for initial referrals, three-year re-evaluations (i.e., triennials), and when IEP teams are considering changes in the primary disability of English learners and students with an emotional disturbance (ED). This plan also provides procedures for district staff to follow when conducting comprehensive evaluations and will improve the validity of special education referrals and the accuracy of special education eligibility decisions for culturally and linguistically diverse students.

Another important component of the comprehensive evaluation requires schools to

implement appropriate (and adequate) general education interventions prior to special education referrals. These pre-referral interventions must be determined by collaborative teams that consider factors such as poor attendance, lack of appropriate instruction, unfamiliarity with the English language, environmental and economic issues, and cultural differences prior to determining eligibility for special education. Individualized Education Planning teams will need to utilize the information from comprehensive evaluations to determine special education eligibility and services. It is also important to note that site administrators will continue to be responsible for ensuring that referred students are assessed in all areas of suspected disability.

There are no new costs associated with implementation of this action plan.

Methods

Methods

Foundation

CEP-EL: A Comprehensive Evaluation Process for English Learners was authored by a transdisciplinary group consisting of an educational specialist, a school psychologist, and a speech-language pathologist, who worked in close collaboration with an educational consultant and a school administrator. Los Angeles Unified School District's Comprehensive Evaluation of Students Suspected of Emotional Disturbance served as a model for this English learner process (Los Angeles Unified School District, 2004). The CEP-EL is based on laws and regulations (IDEIA '04, California Department of Education's Composite of Laws, SDUSD's Policy and Procedures Manual), educational consultant recommendations, research on English learners in general and special education and best practices being implemented currently in schools (see references).

Reviewers

The following groups reviewed the CEP-EL and provided feedback that was integrated into the final version of the process:

- **SDUSD Staff**
 - Focus Groups (see below)
 - Pilot School (see below)
 - Special Education
 - Office of Language Acquisition
- **Community**
 - Latino Advisory Committee

Focus Groups

A total of six focus groups were conducted over a two-day period to review the CEP-EL. The participants included principals, school psychologists, speech-language pathologists, English Learner Support Teachers and Cluster Support Teachers. The groups yielded valuable information for moving forward with the implementation of process. Over fifteen hours of interviews were conducted and reviewed by team members.

Overall, participants believed the content and guidance within the documents were well constructed and noted their potential for improving and unifying practices across the district. Participants also provided insights on topics for professional development and which specific groups may benefit from such trainings. Furthermore, recommendations were made for improving the function and clarity of the documents to facilitate implementation. Lastly, many participants expressed enthusiasm for the guidance and thoroughness of the documents.

Participants also expressed concern regarding some of the challenges to improving and unifying best practices. Primarily, participants believed that solutions to logistical limitations such as time for collaboration with team members, access to the documents, and professional development were necessary to ensure the effective use and implementation of the documents.

Significant changes were made to the CEP-EL documents based on the focus group recommendations and professional development was designed incorporating their suggestions.

(For more information, see *Report of the Findings of Focus Groups on Efforts to Improve the Pre-Referral, Referral and Identification Practices for Culturally and Linguistically Diverse Students in the San Diego Unified School District*, Jaime Hernandez, 2011.)

Pilot School

One large district school with a high portion of English learners was chosen to pilot the CEP-EL documents prior to districtwide rollout. Special and general educators, including support staff and school administrators, implemented the CEP-EL forms, focusing on students of concern at their school site. The authors of the CEP-EL then met with pilot school staff and used their suggestions in document revisions and preparation of trainings.

Tools

Tools for Data Gathering on Extrinsic Factors

Type of Data	Description	Examples
Records Review	Gathering student background information through a review of existing data	Cum Review Previous school records Problem-solving meeting notes (RtI, Student Study Team) Documentation from Related Agencies (may include physician reports, previous evaluations, counseling or therapy reports) District data collection systems (Zangle, DataDirector, EXCEED) Demographics (classroom, school, community) Home language survey Report cards Learning contracts Instructional programs attended Attendance history
Interviews	Gathering information from those that know the student best	Often involves student, caregiver/family, teacher May involve interpreter, cultural and/or linguistic liaison (aka insider, informant, cultural broker) Student interest inventories (dialogue journals, student work, informal discussions) Questionnaires (open-ended or focused questions)
Observations	Gathering information through a systematic and direct focus on actual and relevant behaviors in an authentic context	Anecdotal notes (from teachers, caregivers, other professionals), narrative recording , and participant observations Contexts for academic language observations: classroom lessons with extended opportunities to talk (e.g., shared/guided reading), ELD periods Contexts for social language observations: extended opportunities for social language (e.g., free time, collaborative learning activities, lunch/recess) Observations across content areas (e.g., literacy, math, science, physical education) Observations in areas of student strength
Sampling	Gathering samples of behavioral data for further analysis	Classroom work samples (portfolio review, projects, learning logs, journals, writing samples) Running records Oral language samples across contexts (conversation, narrative, expository, oral reports, informal story telling)

Type of Data	Description	Examples
Standardized Testing	Probing for information in a specific area during a highly-structured task and comparing performance to groups of students	CELDT (California English Language Development Test) IPT-Spanish (IDEA Proficiency Test) CST (California Standards Test) Primary language academic assessments (e.g., standards-based test in Spanish)
Criterion-Referenced Measures	Comparing student performance to established criteria of well-defined, specific behaviors	Rubrics (SOLOM, English language development proficiency indicators, rubrics for speaking, listening, reading, and writing) Checklists (academic language and social language, classroom instruction) Curriculum assessments (classroom-based measurements, benchmarks)

Transdisciplinary Interviews*

An important part of the preparation for assessment is the kind of data collected from those most concerned with the individual being assessed. This typically involves the parent(s) and the teacher(s) and, depending on the age of the student, the individual student himself or herself. Interviews can assist the assessors in identifying learning areas or contexts where a number of concerns exist. They can help the team prepare for a more time efficient and focused set of observations, because the interview can identify what concerns the team is looking for. The interviews can help obtain specific descriptions and/or examples that the team can use, and they can help form the basis of the IEP that mirrors classroom performance.

Interviews can help determine

- How the student functions in the home and school environment
- The impact of the individual's difficulties from the perspective of the parent/teacher
- What has been tried previously and the success of these interventions
- How the student copes and adapts to various situations
- Teacher/parent concerns or questions that should be answered by the evaluation

Audiotape or take notes during the interview to record data. Audiotapes can be somewhat intimidating to the person being interviewed and take time to transcribe. Make decisions about taping versus note taking based on the individual being interviewed and the time available for transcription and write-ups. Make an appointment for the interview, allowing as little as twenty minutes to as much as sixty minutes for the interview, depending on the person being interviewed, the interviewer's relationship or rapport with the person, and the time both have available. It is best to conduct interviews in person as opposed to on the telephone. During the first year of the pilot project, many team members reported that the interviews provided extremely important data for the team, and that it made parents and teachers feel that their opinions were important and valued by the assessment team.

Ethnographic Interviewing

Ethnographic, or open-ended, interviewing is a technique originally employed in anthropology. It is designed to collect relevant information from the perspective of the individual being interviewed. The interviewer develops rapport with the parent or teacher by using an informal style and utilizing reflective listening techniques (e.g., repeating back things that the parent or teacher has said in order to clarify or confirm that what the interviewer hears is what the person meant to say). The interviewer uses descriptive questions to get the parent or teacher to talk about situations from his or her perspective. The interviewer uses open-ended questions, one question at a time. But the interviewer has to be careful to maintain control of the interview, because the open-ended nature of the

* From Dunaway, C., Kenney, E., Chandler, M.K., *Forming Transdisciplinary Teams: Performance-Based Assessment*. San Diego Unified School District, 2006

questions sometimes “opens the floodgates”! The interviewer uses general questions to discover information rather than having a specific set of predetermined questions.

Below are types of questions you might ask:

- **Grand Tour Questions** (Talk about broad experiences.)
Typical Grand Tour Questions (Tell me about a typical day with . . .)
Specific Grand Tour Questions (Tell me about this morning with . . .)
- **Mini Tour Questions** (Same as grand tour but focus on specific event.)
Typical Mini Tour Questions (Tell me about working on homework with . . .)
Specific Mini Tour Questions (Tell me about reader’s workshop today with . . .)
- **Example Questions** (More specific. Take a specific idea or experience and ask for an example. Give me an example of what Jose does when he is active.)
- **Experience Questions** (Ask about experiences in particular settings, e.g., during reading, math, playground, homework, free time.)

Focused Interviewing

This is a more traditional style of interviewing where the interviewer starts from the specific issue that he or she wants addressed as an assessor. In this type of interview, prepare a focused set of questions or issues to ask of the parent/teacher. Sometimes the assessor provides a list of questions to the parent/teacher prior to the interview.

Materials prepared for the interview may include

- A list of questions about the areas of concern
- A set of behaviors of concern
- A request to the teacher or parent to list his or her three to five most important concerns

If possible, obtain some written answers to the questions above prior to the scheduled interview. This can help organize the interview in advance based upon the prior information. During the focused interview, take notes about the important information, and elicit both general and specific descriptions of classroom difficulties. If informant descriptions are not specific or are behaviorally imprecise, obtain clarification. Be aware of inferences and not descriptions of behaviors. (As evidenced by what?)

Sometimes prompts are necessary to obtain more specific information. For example, the informant might say things like “Carol gets frustrated when she reads.” “Kevin doesn’t listen.” “Bobby prefers to work alone.”

There are several ways to prompt for more information or more specific information:

- **Expansion questions** (Can you tell me more about that?)
- **Example questions** (Can you give me an example of that?)
- **Clarification questions** (Can you be more specific with the description? What do you mean by that?)

English Learner Student Questionnaire: Language-Use

Student Name:

Language 1:

Age:

Grade:

Examiner Name:

Date:

1. I first learned to speak in:	English	L1	Both
3. I feel more comfortable speaking:	English	L1	Both
4. If I had to tell what I did over the weekend, would it be easier in:	English	L1	Both
5. If someone told me a story, would it be easier for me to understand in:	English	L1	Both
6. At home, with my parents, I speak _____ most of the time:	English	L1	Both
7. At home, with my brothers and sister, I speak _____ most of the time:	English	L1	Both
8. In the neighborhood, with my friends, I speak _____ most of the time:	English	L1	Both
9. At school, in the classroom with my teacher, I mostly speak _____:	English	L1	Both
10. At school, in the <i>classroom</i> with my friends, I mostly speak _____:	English	L1	Both
11. At school, on the <i>playground</i> with my friends, I mostly speak _____:	English	L1	Both
12. When I watch TV, I like to watch TV shows in:	English	L1	Both
20. I think to myself (for example, count) in:	English	L1	Both
24. Do you miss things the teacher says because you do not understand what was said?	Yes	No	
25. Does the teacher speak too fast for you to understand the assignment/directions?	Yes	No	

English Learner– Parent Questionnaire

Student Name: _____ ID: _____ School: _____

Grade: _____ Parent/Guardian Name: _____ Date: _____

Student L1 (Language other than English): _____

Language Development

1. Which language did your child first learn to speak? **English** **L1** **Both**
2. Was your child’s language development in his/her first language similar to that of...
his/her siblings? **Yes** **No** (If no, please explain: _____)
other children his/her age? **Yes** **No** (If no, please explain: _____)
3. Describe any difficulties, if any, your child experiences with language _____

Language Usage

1. What is the primary language used by adults in the home? **English** **L1** **Both**
2. What language do you use most often to speak to your child? **English** **L1** **Both**
3. What language does your child use most...
when speaking to adults in the home? **English** **L1** **Both**
when speaking to his/her siblings? **English** **L1** **Both**
when speaking to friends in the neighborhood? **English** **L1** **Both**
4. Does your child understand when you speak to him/her in the L1? **Yes** **No**

Language Instruction

1. Has your child received instruction in L1? **Yes** **No**
If so, when did this instruction begin, and for how long did it take place?

2. Can your child read and write in L1? **Yes** **No**
3. (If new to school) Previously, has your child received instruction in English? **Yes** **No**
If so, when did this instruction begin, and for how long did it take place?

English Learner Teacher Questionnaire

Student Name: _____ Language 1: _____ Grade: _____

Teacher Name: _____ Interviewer: _____ Date: _____

Student's Language Skills:

1. What language does the student speak most in the classroom with the teacher? _____
2. What language does the student speak most in the classroom with peers? _____
3. What language does the student speak most on the playground? _____
4. What language does the student appear to speak more proficiently, if known? _____
5. What language does the student appear to understand more easily, if known? _____
6. How often does the student use L1 (primary language) when communicating in English? _____

7. Does the student appear reluctant or hesitant to use English as a mode of communication? _____
8. How well does the student socially communicate basic needs and wants, and carry on basic interpersonal conversations? _____

9. How well does the student utilize the grammar and vocabulary related to academic tasks? _____

10. How well does the student understand and express ideas and feelings? _____

11. In English, does the student speak in single words, phrases, or complete sentences? _____
12. In L1, does the student speak in single words, phrases, or complete sentences, if known? _____
13. Does the student need instructions or directions to be repeated or clarified regularly? _____
14. Are there concerns regarding language development in L1? _____

15. Does the student learn nonverbal concepts (e.g., math) more easily than verbal concepts? _____
16. Please share any pertinent background information: _____

Classroom Instruction:

1. In what language is classroom instruction? _____
2. Is primary language support provided? If so, describe by whom, how much, and what it looks like.

3. Does the student receive English language development? If so, describe by whom, how much, and what it looks like. _____

Transdisciplinary Observations*

Perhaps the best way of actually acquiring information is through systematic and direct observation. This method of data collection has many advantages. It is the most authentic of the assessment technologies, it enables the observer to focus on actual and relevant behaviors (in context), and it provides insightful and reflective data. There are some disadvantages as well. When conducting an observation, be mindful of invasiveness. The observer's presence can have an impact on teacher and student behavior. Also, it requires objectivity. Any observer in any of the three types of observations should record only what is seen—"just the facts!" Observers should think of themselves as a video camera, avoiding opinions, interpretations, and impressions. Instead of writing down things like "He seems . . . She is trying . . . It looks like he avoids . . . She doesn't like . . . I believe he can't . . ." quote the child or teacher. Write exactly what the child or adult says, and use quotation marks. Be positive. If the behavior is negative, state what occurred exactly as it occurred, without opinion or judgment. Three types of observations will be described briefly here. They are anecdotal observations, narrative recording, and participant observation.

Anecdotal Observations

Anecdotal observations are "slices" of the life of the student in the classroom or other relevant setting. The observations describe what a child does, but to be useful as an assessment tool, they should be factual and nonjudgmental. They should be accurate observations of what a child is doing, written in a brief narrative form. The examiner may ask a parent, teacher, or teacher's aide to conduct the anecdotal observation. It is designed to collect "anecdotes" or examples of behavior. It assists with triangulation of data and allows the collection of data from the perspective of the collector. Give the data collector a clipboard and paper. Ask him or her to do the following: "Over the next week, if Student X does or says something that 'catches your ear,' 'grabs your eye,' or 'gets your attention,' and you have the time, write it down. Note your name, the date, the time, and the context as well." If possible, show the observer some anecdotal observation records and collect the observations promptly after they are made.

Narrative Recording

When making a narrative recording, the observer operates as a passive observer who simply observes and records. The observer takes detailed notes during the observation. In this type of observation, the observer has the opportunity to write a narrative about the observations and tends to focus more on the context, as there is more time to observe. Sometimes a narrative observation will turn into a participant observation.

* From Dunaway, C., Kenney, E., Chandler, M.K., *Forming Transdisciplinary Teams: Performance-Based Assessment*. San Diego Unified School District, 2006

Participant Observation

In the more active participant observation, the observer may take part in various ways in the activity being observed. The observer may serve as a helper or in a supportive role to the leader of the activity. Since the observer is participating, the notes taken may be shorter and more “cryptic” in nature. Sometimes the notes serve as a “memory book” for the observer. During the participant observation, the observer creates field notes, which she or he should expand on soon after the observation. It is best to let the data reveal itself—an interpretive methodology.

Some Practical Suggestions for Narrative and Participant Observation

It is best to plan with the teacher beforehand so that the interaction/observation can be more natural. The observation should be done in a typical classroom or other relevant context. The observer should verify how well the observation represents the actual performance of the student with the teacher. The observer should try not to focus excessively on the student. The student should not know that the observer is there for him or her. Observe over several periods until you see patterns. Observe in different contexts with different observers. This helps triangulate the data. Try to let the data reveal themselves; discover the unexpected—which may be important! Focus primarily on behaviors. Look at reactions, task orientations, interactions, and flexibility of the child. Make comparisons with other students. Use nonjudgmental descriptions and numbers. Try to determine what the child does and likes to do. Who does she or he like to be with and interact with? How does he or she interact with others, and how do others interact with her or him?

When analyzing observation data, review the notes to determine the significance of the observed behaviors. Try to determine the relationships among the observed behaviors. Try to determine the significance of the behaviors observed and not observed, and what facilitates or compromises performance in the classroom by the child.

English Learner Classroom Observation Checklist

School:
Teacher & Grade:
Subject/Period:

Observer:
Date & Time:
Activity:

ENVIRONMENT	OBSERVED	COMMENTS
Schedule visible		
Risk taking, safe		
Models of student work displayed		
Relevant, engaging, & useful visuals		
Experiential lessons evident (visual, auditory, kinesthetic)		
Student centered & culturally relevant		
High expectations present		
INSTRUCTION		
Clearly defined objectives		
Flexible grouping used (pairs, cooperative groups)		
Builds on background knowledge		
Meaningful & contextualized activities		
Explicit instruction/Comprehensible input given		
Vocabulary development is scaffolded		
Models expected language use		
Give opportunities to practice modeled language		
Visual prompts provided		
Classroom supports used (manipulatives, realia)		
Check for understanding		
Extra wait time allowed for processing		
Alternative ways to respond used/accepted		
STUDENTS		
Engaged in active listening		
Involved in structured/unstructured talk		
Active participants in learning		
Receive positive & specific feedback		

Teacher _____ Student _____ Date _____

Lesson Context and Purpose _____

Start Time _____ End Time _____ Observer _____

**Focused Observation of English Learner during English Instruction
Record Form**

Behavioral Observations – Be Descriptive and Factual	Impressions/Interpretation – Look for Patterns
<p>What is the teacher doing? (How meaningful and purposeful is the activity? How comprehensible is the input? What scaffolding strategies did you see? What are the opportunities for meaningful and purposeful interactions? How much supportive practice and application is there?)</p>	
<p>What is the student you are observing doing? (How is the student responding to the instruction? What evidence do you have that the student comprehends the instruction? How is the student making meaning during the interaction? How does the student interact and learn with peers?)</p>	
Behavioral Observations – Be Descriptive and Factual	Impressions/Interpretation – Look for Patterns

<p>What are the other students doing? (How are the other students responding to instruction? How are the other students responding to the student of interest? What are the English language levels of the other students? Try to compare student of interest with other students learning English.)</p>	
<p>Script Examples of Students Oral Language. Include what teacher or peer says before and after.</p>	
<p>Any other observations about the student(s)?</p>	

Questions to Consider when Conducting Observations of English Learners

Student Name: _____ Language 1: _____ Age: _____ Grade: _____
 Examiner Name: _____ Instructional Setting: _____ Date: _____

1. What language does the student use when speaking to his/her peers, or to the teacher in the classroom?	English	L1	Both
2. Does the teacher provide language support for the student?	Yes	Not Observed	
	Comments:		
3. Is the student hesitant to participate in class due to language differences?	Yes	Not Observed	No Opportunity
	Comments:		
4. Is the student a risk-taker, in spite of not speaking English well?	Yes	Not Observed	No Opportunity
	Comments:		
5. Is the student confused by long, complex, and/or embedded information?	Yes	Not Observed	No Opportunity
	Comments:		
6. Does the student ask questions when unsure?	Yes	Not Observed	No Opportunity
	Comments:		
7. Does the student have difficulty following multi-stage directions?	Yes	Not Observed	No Opportunity
	Comments:		
8. Does the student try to understand the information or does he/she give up?	Yes	Not Observed	No Opportunity
	Comments:		
9. Does the student ask for help? Who: teacher, less able peer, more able peer, friend	Yes	Not Observed	No Opportunity
	Comments:		
10. Does the student require additional cues to understand? Cue: visual, auditory, manipulative, physical	Yes	Not Observed	No Opportunity
	Comments:		
11. Does the student show frustration when learning new information?	Yes	Not Observed	No Opportunity
	Comments:		
12. Has the student developed friendships within a reasonable amount of time?	Yes	Not Observed	No Opportunity
	Comments:		
13. What language does the student use when on the playground?	English	L1	Both
14. Does the student socialize/play games with other students who do not speak L1?	Yes	Not Observed	No Opportunity
	Comments:		
15. Can the student follow game rules after a brief explanation?	Yes	Not Observed	No Opportunity
	Comments:		

*No Opportunity: the observer had no chance to observe the behavior and/or the student had no chance to demonstrate it



ENGLISH LANGUAGE DEVELOPMENT PROFICIENCY INDICATOR

	BEGINNING			EARLY INTERMEDIATE			INTERMEDIATE			EARLY ADVANCED		
ORGANIZATION OF IDEAS	<ul style="list-style-type: none"> Central idea may be evident through illustration, isolated words and labels Short responses within structured contexts Thought pattern can be difficult to follow, ideas lack logical sequence Given a model and/or a familiar topic, may be able to write a series of simple sentences 			<ul style="list-style-type: none"> Communicates central idea without development Limited in appropriate details-insufficient or irrelevant information May have trouble with sequencing Ideas may be repetitive May use paragraphing 			<ul style="list-style-type: none"> Central idea carried throughout text Uses details for support or illustration (reasons, contrasts), but lacks sufficient elaboration Storyline follows a sequence Ideas organized into logical paragraphs 			<ul style="list-style-type: none"> Elaborates on central idea, incident, or problem Evidence of purposeful organization that is relevant to task 		
	1	2	3	1	2	3	1	2	3	1	2	3
WORD/LANGUAGE CHOICE	<ul style="list-style-type: none"> Repetitive and limited basic vocabulary Vocabulary errors and usage may obscure meaning Beginning use of signal words and conjunctions (e.g., first, last, and) 			<ul style="list-style-type: none"> Some repetition and range of vocabulary Occasional vocabulary errors and meaning is sometimes obscured Uses simple signal words including conjunctions in sentences and phrases (e.g., before, when, or, because) 			<ul style="list-style-type: none"> Variation and range of vocabulary sufficient to express ideas Occasional vocabulary errors but meaning not obscured Uses signal words including conjunctions to show time, cause/effect and compare/contrast (e.g., until, leads to, also, however) 			<ul style="list-style-type: none"> Adequate sense of variety in word choice that is appropriate to audience and purpose Strong evidence of academic vocabulary Uses signal words including conjunctions to show time, cause/effect and compare/contrast (e.g., whenever, as a result, similarly, although) 		
	1	2	3	1	2	3	1	2	3	1	2	3
SENTENCE FLUENCY	<ul style="list-style-type: none"> Uses short phrases and fragments Highly restricted short, simple sentences Repetitive sentence structure May have unrelated sentences 			<ul style="list-style-type: none"> Usually uses complete, simple sentence structure Uses one to two basic structural patterns (e.g., simple pattern using present/past tense, subject-verb agreement is evident) May have repetitive sentences 			<ul style="list-style-type: none"> Usually uses complete sentences Varied sentence structure (e.g., present, past, future) Attempts complex and compound structures (e.g., 2 independent. And at least 1 dependent clause) 			<ul style="list-style-type: none"> Uses complete sentences Purposefully employs a variety of structural patterns Experiments with complex structures (e.g., past perfect, conditional) 		
	1	2	3	1	2	3	1	2	3	1	2	3
CONVENTIONS/ GRAMMAR	<ul style="list-style-type: none"> Inconsistent use of punctuation May use invented spelling, which may include primary language letter names and phonics Frequent grammatical errors and basic word order problems Uses present tense verb forms; limited use of past tense Errors may totally distract from or obscure meaning 			<ul style="list-style-type: none"> Limited use of appropriate capitals and ending punctuation Occasional spelling errors (may use phonics from primary language) that may distract from meaning Some grammatical errors May use grammatical structures from native language Limited use of past and future tense verb forms Errors sometimes obscure meaning 			<ul style="list-style-type: none"> Beginning to use a range of punctuation and capitalization Correctly spells commonly used words using English phonics patterns Uses appropriate grammar, but errors still evident Begins to use irregular tense verb forms and simple idioms Serious errors occasionally distract from meaning 			<ul style="list-style-type: none"> Use of punctuation and capitalization approaches grade-level Most words spelled correctly Only sophisticated grammatical and syntactic errors are evident Uses correct verb tenses Minor errors do not interfere with communication 		
	1	2	3	1	2	3	1	2	3	1	2	3

Student _____ School _____ Teacher _____

Date _____ L1 _____

CONVERSATIONAL AND ACADEMIC LANGUAGE SKILLS RATING SCALE

Please indicate the level of proficiency observed in either English or the non-English language (L1). Use a scale from **1** (Beginning) to **4** (Advanced), **NA** = Not observed/No opportunity/Not applicable.

* If student is clearly proficient in one language area examiners may not need to collect information on the other language.

AREA 1

Contextualized/NonAcademically-Demanding	ENGLISH					LANGUAGE 1				
Answers basic questions	1	2	3	4	NA	1	2	3	4	NA
Exchanges common greetings	1	2	3	4	NA	1	2	3	4	NA
Follows general classroom directions	1	2	3	4	NA	1	2	3	4	NA
Participates in routine classroom activities	1	2	3	4	NA	1	2	3	4	NA
Names classroom objects and people	1	2	3	4	NA	1	2	3	4	NA
Makes comments about classroom events	1	2	3	4	NA	1	2	3	4	NA
Participates in nonacademic conversations	1	2	3	4	NA	1	2	3	4	NA
Initiates and maintains brief conversations	1	2	3	4	NA	1	2	3	4	NA
Talks about a personal experience	1	2	3	4	NA	1	2	3	4	NA
Shows interest/follows along during oral reading	1	2	3	4	NA	1	2	3	4	NA
Plays with peers on the playground	1	2	3	4	NA	1	2	3	4	NA

AREA 2

Decontextualized/NonAcademically-Demanding										
Decodes single syllable words fluently	1	2	3	4	NA	1	2	3	4	NA
Decodes multisyllabic words fluently	1	2	3	4	NA	1	2	3	4	NA
Reads familiar classroom print	1	2	3	4	NA	1	2	3	4	NA
Recognizes high frequency words automatically	1	2	3	4	NA	1	2	3	4	NA
Copies familiar words and simple sentences	1	2	3	4	NA	1	2	3	4	NA
Writes familiar words and simple sentences	1	2	3	4	NA	1	2	3	4	NA

AREA 3

Contextualized/Academically-Demanding										
Follows specific directions for academic tasks	1	2	3	4	NA	1	2	3	4	NA
Uses terms for temporal and spatial concepts	1	2	3	4	NA	1	2	3	4	NA
Asks/answers questions about academic topics	1	2	3	4	NA	1	2	3	4	NA
Understands contextualized academic content	1	2	3	4	NA	1	2	3	4	NA
States the most important ideas in stories	1	2	3	4	NA	1	2	3	4	NA
Uses language to reason	1	2	3	4	NA	1	2	3	4	NA
Organizes language to write paragraphs given sufficient modeling and rehearsal	1	2	3	4	NA	1	2	3	4	NA

AREA 4

Decontextualized/Academically-Demanding										
States the main ideas of academic lectures	1	2	3	4	NA	1	2	3	4	NA
States the details of academic lectures	1	2	3	4	NA	1	2	3	4	NA
Analyzes and synthesizes information from lectures	1	2	3	4	NA	1	2	3	4	NA
Writes meaningful paragraphs given novel prompts	1	2	3	4	NA	1	2	3	4	NA

Adapted from O'Malley (1989), Damico (2006)

Best Practice Guidelines for English Learner Assessment and Treatment

Finding	Practice
An estimated 29.5% of SDUSD students are formally classified as English learners. (SDUSD, 2007) Many more come from homes where a language is spoken other than English, but are not formally classified.	When first discussing a student, determine language background through cumulative file review and parent interview.
San Diego disproportionately places Latino English language learners in special education. There is no basis—moral or empirical—for the notion that disabilities should occur in some subgroups more than others. (Hehir, T. & Mosqueda, E., 2007)	Support and advocate for general education instruction of vocabulary, grammar and academic language. Collaborate with site teams on supplemental supports for students who need it without prematurely classifying as disabled.
Speech-language therapy is not appropriate for students who are developing typically in their home language (L1) and are acquiring English. (Roseberry-McKibbin, 1994)	Work with English learner and bilingual specialists and help facilitate appropriate English Language Development (ELD) and/or bilingual services. Interview parents about development in L1.
Variability in language proficiency may result from several factors (e.g., age of introduction, context/environment of acquisition, perceived status of each language, intrinsic factors related to the child's motivation and aptitude for language learning). (Kohnert & Goldstein, 2005).	SLPs and school teams must examine all possible extrinsic factors that may lead to decreased language proficiency before concluding that difficulties are due to an intrinsic language impairment.
ASHA recommends a comprehensive review of the student's case history that includes information regarding cultural, linguistic, and familial differences emanating from a number of sources, including family members, teachers, bilingual professionals, and culturally matched paraprofessionals. (ASHA, 2004)	Share responsibility for gathering a comprehensive case history by asking questions that are unique to students from diverse linguistic and cultural backgrounds. <i>(Resource: Additional Case History Information for Students Who Are English Learners)</i>
The practice of testing a bilingual child in a single language does not give the child credit for linguistic knowledge in both languages. (Kayser, 1989)	Proficiency in all the student's languages must be considered. Monolingual SLPs should collaborate with linguistic informants, interpreters and bilingual colleagues.
Language-minority students generally score lower than their monolingual peers on standardized tests. (Jackson-Maldonado, 1999)	Standardized testing should never be the sole measure for any type of instructional or placement decision for ELs.
ELs' accuracy rates and error patterns with grammatical morphemes are similar to those of same-age monolingual children with SLI. (Paradis, J., 2005)	Be cautious when considering the presence of errors with grammatical morphology as a sign of SLI in ELs.
Speaking more than one language does not cause or exacerbate stuttering and no cases of stuttering in only one language have been reported. (Bernstein Ratner, 2004)	If stuttering-like behaviors appear only in the less proficient language, a differential diagnosis of "language-formulation" disfluency is likely.
Dynamic assessment may be the most effective assessment procedure for evaluating culturally and linguistically diverse children. Test-teach-retest procedures appear best suited for distinguishing language differences from language learning disabilities. (Gutierrez-Clellen & Peña, 2001)	Testing student's learning potential (rate) must include data on progress in response to evidence-based instruction. Following initial testing, mediate learning experiences and then retest at the end of instruction. Atypical students with a disability will have difficulty learning even when explicit instruction is provided.
Pragmatic criteria are more effective than traditional surface-oriented criteria in identifying academically consequential language disorders in bilinguals. (Damico et al., 1983)	Assessment and intervention should focus on how successfully the student functions as a communicator. <i>(Resource: Conversational and Academic Language Skills Rating Scale)</i>
Systematic support for the home language (L1) of young children with language impairment is critical to the long-term success of language intervention. (Kohnert et al., 2005)	Encourage L1 use, train parents in techniques that support L1 development, pair with peers with same L1, assign homework involving parent models in L1, provide L1 resources (e.g., books, translations).

English Learner Initial Referral and Decision Making Process

English Learner is experiencing academic and/or behavioral difficulties as determined by performance data across settings, strengths and weaknesses, and comparison to peers (where possible, from similar backgrounds).

Have the English Learner's physical and psychological factors been ruled out as primary contributors to the difficulties?

YES

NO

Provide intervention in areas such as vision, nutrition, hearing, sleep, trauma or injury, illness, living conditions, safety, belonging, and self-esteem. (See Section A, *EL Extrinsic Factors* form)

Have the English Learner's personal and cultural factors been ruled out as primary contributors to the difficulties?

YES

NO

Provide intervention in areas such as socioeconomic status (e.g., utilize community resources), parental involvement & education, mobility, attendance, experience, cultural norms and dynamics, and acculturation process. (See Section B, *EL Extrinsic Factors* form)

Has the English Learner's language development been ruled out as a primary contributor to the difficulty?

YES

NO

Provide intervention in areas such as proficiency in all languages (social and academic) and English Language Development (ELD) instruction. (See Section C, *EL Extrinsic Factors* form)

Has the English Learner's previous and current learning environment been ruled out as a primary contributor to the difficulties?

YES

NO

Provide intervention in areas such as

- **Teacher/School:** collaboration, professional development, teaching/management style, expectations, qualifications, behavioral supports (school-wide, classroom, individual), cultural responsiveness, and family involvement.
- **Curriculum/Instruction:** based on Content & ELD standards, focused on ELD, explicit literacy and academic language development, strategic use of primary language, interactive and direct instruction, and the use of assessment data to improve student achievement.

(See Section D, *EL Extrinsic Factors* form)

Is there evidence of a history of severe medical and/or developmental problems (e.g., orthopedic, hearing, or visual impairment, intellectual disability, traumatic brain injury) that adversely impacts educational progress?

YES

Hold a problem-solving team meeting to address student needs AND consider a referral for special education.

NO

Has a problem-solving team met more than once over a reasonable period of time in order to:

- identify and systematically address concerns?
- collect data for student progress?
- re-evaluate the effectiveness of the intervention plan?

YES

NO

Gather information from multiple contexts, tools, and perspectives (including parent/guardian), implement effective strategies, and monitor student progress over a sufficient period of time (e.g., 3 months). (See *English Learner Intervention Summary*)

Is there a consistent pattern of limited progress?

YES

NO

Growth pattern may be improving, inconsistent, or not yet evident. Continue, modify or expand intervention, adjust time frame, and monitor progress.

- Adjust/intensify intervention plan
- Consult with the Bilingual Support Network (BSN) AND/OR
- Consider a referral for special education



San Diego Unified
SCHOOL DISTRICT

CUMULATIVE FILE CHECK

STUDENT _____ ID _____ TEACHER _____ GRADE _____ DATE _____

HOME LANGUAGE(S) _____ ENGLISH LEARNER YES _____ NO _____

CELDT SCORES: DATE _____ OVERALL PROFICIENCY LEVEL _____

LISTENING _____ SPEAKING _____ READING _____ WRITING _____

PERSON FILLING OUT FORM _____ POSITION _____

CHECK CUM FILE FOR THE FOLLOWING:			IF CONCERNED OR NEED MORE INFORMATION PLEASE CONTACT: NOTE DATE CONTACT WAS MADE:
Cum File Present	Yes	No	Registration Clerk
IEP Exists	Yes	No	Education Specialist/Administrator/Parent
Evidence of Previous SST/RtI Date _____	Yes	No	School Counselor/Administrator/Parent
Hearing/Vision/Health Concerns	Yes	No	Nurse/Parent
Attendance/Tardiness Concerns	Yes	No	Attendance Clerk/School Counselor/Parent
Fine/Gross Motor Concerns	Yes	No	Occupational Therapist/Adapted PE Teacher/Parent
Speech/Language Concerns	Yes	No	Speech-Language Pathologist/Parent
ELD Instruction/Supplemental Support How long? _____	Yes	No	English Learner Support Teacher/Administrator/Parent
Participation in Counseling	Yes	No	School Counselor/Administrator/School Psychologist/Parent
Behavior Concerns	Yes	No	Previous Teacher/School Counselor/Parent Administrator/School Psychologist
Testing History Reviewed	Yes	No	Administrator/Previous Teacher
Report Cards Reviewed	Yes	No	Administrator/Previous Teacher
Retained Grade Retained _____	Yes	No	Administrator

STUDENT STRENGTHS:
DESCRIPTION OF CONCERN(S):

English Learner Extrinsic Factors

Student: _____ ID #: _____ Date: _____
 School: _____ Teacher: _____ Grade: _____
 Home Language(s): _____ Years in US Schools: _____

English Learners (ELs) frequently have a wider variety of extrinsic factors impacting their lives and consequently their participation and progress in the US educational system. Factors that are specific to ELs are the differences they experience in their environment, such as culture, language, and exposure to academics. These differences must be examined at an individual level, given specific family, regional, and other intra- and inter-cultural influences. Although only a small percentage of students have an intrinsic disability, a vast majority of English Learners struggle while learning in a second language. Therefore, it's imperative to investigate extrinsic factors.

Staff is to complete information in all sections. Include parent/guardian participation via attendance at pre-referral meetings, phone conversations, home visits and/or conferences, using an interpreter when necessary. Use Response to Intervention to begin to rule out extrinsic factors as primary contributors to academic, behavioral and/or English language development concerns. Document interventions and their outcomes on the *English Learner Intervention Summary*.

SECTION A: Physical and Psychological Factors that May Impact Learning

Yes No Investigating

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Does the student have access to healthcare? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are the student's basic nutritional needs being met? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Do the results of hearing and vision checks reveal results within normal limits? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Does the student have a history of ear infections, allergies, or ear tubes? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Might the student have an untreated medical condition causing pain (as a result of dental cavities, exposure to chemicals, quality of water, etc.)? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Does the family living arrangement impact the student's learning? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has student experienced traumatic events, such as warfare, natural disasters, terrorist incidents, extreme poverty, experiences in refugee camps, serious accidents, or personal assaults/abuse? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is there a physical condition or affective barrier (anxiety, apathy, stress) that impacts the student's learning? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | In the school environment, is the student impacted by his/her cultural diversity, difference of status, linguistic differences, relocation or resettlement, and social or cultural isolation (consider self-esteem and sense of belonging)? |

Strengths revealed:

Areas identified for intervention:

SECTION B: Personal and Cultural Factors that May Impact Learning

Yes No Investigating

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has student moved schools frequently? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has student endured separation from family members (e.g., parent(s) living abroad, immigration, military deployment, divorce)? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are there economic circumstances affecting achievement in school (consider economic barriers, changes from home country socioeconomic status)? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Have traditional hierarchical roles shifted within the family (e.g., student taking on more responsibility with childcare, interpreting, etc.)? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are gender and/or birth order expectations of the home impacting learning? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Do language barriers exist within the family (e.g., student no longer speaks home language proficiently enough to speak with parents and extended family)? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is family support available to the student (e.g., academic support, homework routines)? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has the student's family had access to community support systems? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is the family a member of a community that shares its language and culture? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has the team examined what motivates and interests the student? |

Strengths revealed:

Areas identified for intervention:

SECTION C: Language Development Factors that May Impact Learning

Yes No Investigating

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is there evidence that the student has received systematic English Language Development (ELD) instruction? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Does the teacher use explicit oral and written language models in every lesson? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are the oral and written language models at and slightly above the student's language level? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has the student been shown how language works to express ideas, intentions, and information? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are there opportunities for the student to interact and talk in at least 3 lessons a day? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are a variety of talk structures used in the classroom (e.g., partner talk, small group, large group, teacher directed, student directed) every day? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | If grammar and vocabulary errors affect meaning, does the student receive positive and explicit feedback? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is sufficient wait-time (average 3-5 seconds) given to the student before responses are expected? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is there a match between student's instructional language level and classroom demands? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is there listening and speaking data from all languages? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is there reading and writing data from all languages of instruction? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has available data related to the student's language development (CELDT, IPT, Curriculum-Based Assessments, ELD standard goals, etc.) been collected and reviewed? |

Yes No Investigating

- Has language information been gathered from various contexts (home, playground, classroom) and sources (parent, teacher, other staff)?

Strengths revealed:

Areas identified for intervention:

SECTION D: Previous and Current Learning Environment Factors that May Impact Learning**Yes No Investigating**

- Were there similar concerns in any previous school environment?
- Did the student receive instruction in English during his/her previous school experience?
- Was the student ever formally instructed in his/her primary language?
- Have the previous and current instructional programs (i.e., Structured English Immersion, Mainstream English Cluster) matched the student's English language proficiency level?
- Has the student moved between different types of instructional programs (e.g., Bilingual, Structured English Immersion)?
- Have there been any limited educational opportunities related to attendance, tardies, gaps in instruction, and time in school, district, or country?
- Has instruction been differentiated for the student's learning style and level of language acquisition every day? Check off instructional techniques tried:
- Variety of speech patterns (e.g., intonation, rate, repetition)
 - Experiential techniques (e.g., manipulatives, hands-on activities, movement)
 - Visual supports (e.g., objects, gestures, graphic organizers)
 - Alternative ways to respond (e.g., home language, signals) to ensure participation
 - Flexible group structures (e.g., pairs, cooperative groups)
 - Vocabulary scaffolded for student's prior knowledge
 - Student strengths incorporated in all subject areas
 - Components of literacy explicitly taught in a meaningful and contextual manner
 - Checks for understanding of all lesson objectives
- Have work samples been used to compare the student to peers from similar backgrounds?
- Has performance across content areas been considered?
- Have a variety of methods (classroom performance, district and state data) been used to investigate academic performance in all languages?

Strengths revealed:

Areas identified for intervention:

ENGLISH LEARNER INTERVENTION SUMMARY

STUDENT: _____
SCHOOL: _____

ID#: _____
TEACHER: _____

GRADE: _____
DATE: _____

STUDENT STRENGTHS:

AREA OF CONCERN	INTERVENTION	OUTCOMES/DATES
EXTRINSIC FACTORS (REFER TO EL EXTRINSIC FACTORS FORM)		
ACADEMIC CONCERNS IN COMPARISON TO PEERS (WHEN POSSIBLE, FROM SIMILAR BACKGROUNDS)		
BEHAVIOR CONCERNS THAT IMPACT ACHIEVEMENT OF GRADE-LEVEL STANDARDS (OBSERVABLE AND MEASURABLE)		

EFFECTIVE PRACTICES FOR ENGLISH LEARNERS:

- Explicit teaching of the features of English along with ample, meaningful opportunities to use it.
- Systematic, carefully designed ELD instruction.
- Dedicated ELD instructional time.
- Explicit teaching of the principle components of literacy including phonics, phonemic awareness, reading fluency, vocabulary comprehension, and writing.
- Increased opportunities to develop academic English vocabulary and comprehension.
- Emphasizing academic English language skills in all subject areas.
- Direct instruction that provides explicit teaching of skills or knowledge including modeling, corrective feedback, and guided practice.

STUDENT NAME:

ID#:

DATE OF IEP:

Comprehensive Evaluation Process for English Learners (CEP-EL) Checklist

This document certifies that newly identified or re-evaluated English learners have been provided a comprehensive evaluation upon identification. It is not a certification of disability. This form may be reviewed for compliance.

I. REVIEW OF BACKGROUND INFORMATION

FOR ENGLISH LEARNERS CONSIDERED FOR AN INITIAL SPECIAL EDUCATION REFERRAL
The following actions must occur during the pre-referral intervention stages (RtI Tier 1 & 2) to ensure specific *academic, behavioral, and/or English language development concerns* were addressed:

- | <u>Yes</u> | <u>No</u> | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Evidence of cumulative file review for the following information: report cards, attendance history, behavior history, primary language proficiency, and progress in English language proficiency <ul style="list-style-type: none"> <input type="checkbox"/> <i>Cumulative File Check</i> form |
| <input type="checkbox"/> | <input type="checkbox"/> | Evidence that pre-referral teams began to rule out extrinsic factors as primary contributors and actions were taken to address any concerns <ul style="list-style-type: none"> <input type="checkbox"/> Section A of <i>English Learner Extrinsic Factors</i> form <input type="checkbox"/> Physical and Psychological Factors that May Impact Learning <input type="checkbox"/> Section B of <i>English Learner Extrinsic Factors</i> form <input type="checkbox"/> Personal and Cultural Factors that May Impact Learning <input type="checkbox"/> Section C of <i>English Learner Extrinsic Factors</i> form <input type="checkbox"/> Language Development Factors that May Impact Learning <input type="checkbox"/> Section D of <i>English Learner Extrinsic Factors</i> form <input type="checkbox"/> Previous and Current Learning Environment Factors that May Impact Learning |
| <input type="checkbox"/> | <input type="checkbox"/> | Parent/guardian participation in the pre-referral process using an interpreter when necessary, via attendance at the pre-referral intervention meeting, phone conversation, home visit, or conference
OR multiple attempts at contact using an interpreter when necessary |
| <input type="checkbox"/> | <input type="checkbox"/> | Evidence that identified concerns were systematically addressed in <ul style="list-style-type: none"> <input type="checkbox"/> an initial pre-referral meeting DATE: <input type="checkbox"/> a follow-up pre-referral intervention meeting to evaluate progress and the effectiveness of the plan DATE: <input type="checkbox"/> <i>English Learner Intervention Summary</i> form in cumulative folder <p style="text-align: center;">OR</p> <p>There is evidence of a history of <i>severe</i> medical and/or developmental problems (e.g., orthopedic, hearing, or visual impairment, intellectual disability, traumatic brain injury) that adversely impacts educational progress and a problem-solving team met to address student needs <ul style="list-style-type: none"> <input type="checkbox"/> <i>English Learner Intervention Summary</i> form </p> |

II. ASSESSMENT

REVIEW OF PREVIOUS ASSESSMENTS FOR STUDENTS CURRENTLY RECEIVING SPECIAL EDUCATION SERVICES

Yes No

- The student’s initial identification and provision of special education services were reviewed for appropriateness. Consider factors such as physical, psychological, personal, cultural, language development, and previous/current learning environment factors

CURRENT ASSESSMENT

Yes No

- Current assessment incorporates information from multiple contexts, tools, and perspectives, including information from the parent/guardian
- Health assessment is completed, including vision and hearing
- Comprehensive academic assessment is completed, including review of ELD progress, work samples, response to interventions implemented, strength and weakness patterns across content areas, and classroom observations
- Student is assessed in all areas of suspected disabilities and concerns such as language-communication, cognition-general ability, abilities of intellectual processing, adaptive behavior and social-emotional functioning
- Tools are selected and administered as to not be discriminatory on a linguistic, racial or cultural basis
- The IEP and assessment report(s) document the following:
- Assessments completed in the primary language or the language(s) most likely to yield accurate information on what the student knows and can do. *Justify your choice below*
 - Assessments completed by qualified personnel competent in student’s primary language with knowledge and understanding of the cultural and ethnic background of the student
- OR**
- An interpreter was used and the assessment report notes that this may have affected the validity of the assessment
- The above items are not feasible. *Explain below*

Justification of language(s) of assessment:

III. IEP TEAM DETERMINATION OF ELIGIBILITY

C. DETERMINATION OF DISABILITY

Yes No

- The IEP team determination of disability is based on documented information that incorporates multiple contexts, tools, and perspectives, including information from the parent/guardian **AND** not based on the use of any single measure or assessment

D. CONSIDERATION OF EXCLUSIONARY CRITERIA

Yes No

- The IEP team determines that the student's educational needs **were not** primarily due to extrinsic factors, including:
- lack of appropriate instruction
 - unfamiliarity with the English language
 - environmental or economic disadvantage
 - cultural factors
 - temporary physical disabilities
 - social maladjustment
- OR**
- The IEP team determines that the student's educational needs **were** primarily due to the following extrinsic factor(s), and therefore, **not eligible** for special education services: _____
- All assessment reports contain an exclusionary criteria statement specific to the disability or disabilities

Provide an exclusionary criteria statement for the disability or disabilities:

C. DETERMINATION OF ELIGIBILITY FOR PRIMARY DISABILITY (Check one):

See Special Education Policies and Procedures Manual, Appendix A, Disability Definitions

- Autism
- Deaf-Blindness
- Deafness
- Emotional Disturbance
- Hearing Impairment



- Intellectual Disability
 - Multiple Disabilities
 - Orthopedic Impairment
 - Other Health Impairment
 - Specific Learning Disability
 - Speech/Language Impairment
 - Traumatic Brain Injury
 - Visual Impairment
- The assessment report contains an eligibility statement for the primary disability

Provide an eligibility statement for the primary disability identified above:

IV. IEP TEAM SUPPORTS AND SERVICES

THE FOLLOWING DOCUMENTATION APPEARS IN THE IEP:

- | <u>Yes</u> | <u>No</u> | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | The IEP team includes a credentialed/certified person with second language expertise who is knowledgeable about second language acquisition and cultural competence |
| <input type="checkbox"/> | <input type="checkbox"/> | The school took whatever action is necessary to ensure that the parent/guardian understands and participates in the IEP team meeting, including arranging for an interpreter if necessary |
| <input type="checkbox"/> | <input type="checkbox"/> | The present levels of performance <ul style="list-style-type: none"> <input type="checkbox"/> Identify the student as an English learner <input type="checkbox"/> Identify the language proficiency assessments used (CELDT, primary language assessments) and interpret their results <input type="checkbox"/> Indicate the student's instructional program and language of instruction <input type="checkbox"/> Identify who will provide English Language Development (ELD) instruction |
| <input type="checkbox"/> | <input type="checkbox"/> | A statement justifying placement in the least restrictive environment |
| <input type="checkbox"/> | <input type="checkbox"/> | All academic goals are culturally and linguistically appropriate |
| <input type="checkbox"/> | <input type="checkbox"/> | The IEP includes ELD goal(s) that are: <ul style="list-style-type: none"> <input type="checkbox"/> aligned with ELD Standards <input type="checkbox"/> clearly identified in the IEP |

ATTACH TO IEP AND PLACE COPY IN SPECIAL EDUCATION CONTAINER

Glossary of Acronyms, Terms, and Concepts

BSN: Bilingual Support Network. Composed of speech-language pathologists, school psychologists, and an education specialist who are bilingual and have experience working with English learner students. They provide support to improve site-level knowledge and practice related to second language acquisition and learning disabilities.

CELDT: California English Language Development Test. Districts in California are required to administer the CELDT for the purpose of identifying newly enrolled students whose primary language is not English as English learners, determining their level of English proficiency, and annually assessing their progress toward becoming fluent English proficient. The CELDT covers four skill areas: listening, speaking, reading, and writing in English. It is administered in grades K–12. (See OPL in this glossary for more information.)

Culture (intra- and inter-cultural influences): Culture as well as levels of acculturation are fluid and change over time. There may be a disconnect between the student's home culture, the culture of the immigration process, and the culture of the school and community.

Disproportionality: Representation of a group in a category (e.g., special education) at levels significantly above or below their actual representation in the general population.

EL: English learner. A student with a primary language other than English who is not yet proficient in English. Also referred to as English language learner (ELL) and limited English proficient (LEP), the term English learner has been adopted in California.

ELD: English language development.

ELD goals: Goals written into the IEP based on ELD standards (see ELD standards).

ELD instruction: Concentrated instruction in the use of the English language that is appropriate for the student's grade and English language proficiency level. Such instruction must be provided by a teacher with advance training to help students increase their English proficiency and learn academic subjects taught in English.

ELD standards: English language development standards define what English learners must know and be able to do in the areas of listening, speaking, reading, and writing as they progress toward full fluency in English. These standards serve as a guide for ELD instruction and Specifically Designed Academic Instruction in English (SDAIE).

ELST: English learner support teacher.

Exclusionary criteria: Special education law that states a student must not be determined to be eligible for special education services if the determinant factor is (1) lack of appropriate instruction, (2) unfamiliarity with the English language, (3) environmental or economic disadvantage, (4) cultural factors (5) temporary physical disabilities, or (5) social maladjustment. (§300.306, Determination of Eligibility, IDEIA '04). Although

the intent is to avoid inappropriate placement, caution must also be used so as not to exclude students with disabilities from receiving legally entitled services.

Extrinsic factors: Factors that are “external” to a student and influenced by a student’s experience and environment. Often described as the “differences” in students’ lives that may impact learning. Examples include cultural and linguistic differences and exposure to academics (see Intrinsic factors).

Intrinsic factors: Factors that are inherent qualities within a student that may impact learning. Examples include ADHD, processing (cognitive, language, auditory, visual), and bipolar disorder. An intrinsic disability is long-lasting, cannot be based solely on the ability to perform certain tasks, and takes into account how easily a student can perform common activities that are important to daily life (see Extrinsic factors).

IPT: IDEA Proficiency Test. A nationally normed Spanish-language proficiency assessment.

Language of assessment: Team members should accumulate evidence on a student’s acculturation and language development through interviews, student observation, and review of background information in order to support their determination of the language(s) most likely to yield accurate information on what the student knows and can do. Assessments should always consider and account for all languages and cultures to which the student has been exposed, no matter the language of instruction or the student’s verbal and learning abilities.

NASP: Not Assessed Special Education. A formally used classification in SDUSD to indicate that the nature of the student’s disability is such that proficiency was significantly impacted in all languages. All students, including those with significant disabilities, must be considered for English learner identification.

OPL: Overall proficiency level. CELDT results determine proficiency levels in each of the four skill areas. An overall calculation of student performance in these areas results in one of five overall proficiency levels: beginning, early intermediate, intermediate, early advanced, or advanced.

Person with second language expertise: This may be a credentialed teacher with CLAD (Cross-cultural, Language, and Academic Development) certification, English Learner Authorization or Bilingual Authorization. This person should sign the IEP identifying such certification.

Problem-solving teams: Groups of professionals that meet to discuss students with presenting concerns at a variety of levels. Examples include grade-level meetings, Student Study Teams (SST), Instructional Study Teams (IST) and Response to Instruction and Intervention (RtI²) teams.

RtI²: Response to Instruction and Intervention. A systematic, data-driven approach to instruction that benefits every student. California has expanded the notion of Response to Intervention to RtI². RtI² is meant to communicate the full spectrum of instruction, from general core, to supplemental or intensive, to meet the academic and behavioral needs of students. RtI² integrates resources from general education, categorical programs, and special education through a comprehensive system of core instruction and interventions to benefit every student.

In addition, the data RtI² provides on progress in response to evidence-based instruction serves to test a student's learning potential and inform eligibility for special education. This dynamic assessment is the most effective assessment procedure for evaluating culturally and linguistically diverse students and is best suited for distinguishing differences from learning disabilities.

Transdisciplinary team: Representatives from all disciplines that are needed to support students. Team members may cross traditional boundaries to assess and provide services to students. The team meets to discuss the child and make joint decisions and recommendations.

References

- American Speech-Language-Hearing Association. (2004). 2003 omnibus survey results. Rockville, MD: American Speech-Language-Hearing Association.
- Bernstein Ratner, N. (2004) Fluency and Stuttering in Bilingual Children. In B. Goldstein (Ed.), *Bilingual Language Development and Disorders in Spanish-English Speakers* (pp. 287–308). Baltimore: Brookes Publishing.
- Damico, J., Oller, Jr., J., & Storey, M.E. (1983). The diagnosis of language disorders in bilingual children: surface-oriented and pragmatic criteria. *Journal of Speech and Hearing Disorders*, 48: 385–394.
- Dunaway, C., Kenney, E., & Chandler, M.K. (2006). Forming Transdisciplinary Teams: Performance-Based Assessment. San Diego Unified School District. Retrieved on 3-1-2010 from http://old.sandi.net/depts/specialed/transdisciplinary_manual.pdf.
- Gutierrez-Clellen, V.F., & Peña, E.D. (2001). Dynamic assessment of diverse children: a tutorial. *Language, Speech, and Hearing Services in Schools*, 32, 212–224.
- Hamayan, E., Marler, B., Sanchez-Lopez, C., & Damico, J. (2007). *Special Education Considerations for English Language Learners: Delivering a Continuum of Services*. Philadelphia: Caslon Publishing.
- Hehir, T., & Lesaux, N. (2007). San Diego Unified School District, Special Education Recommendations Document.
- Hehir, T., & Mosqueda, E. (2007). San Diego Unified School District Special Education Issues Document, Final Report. Submitted to San Diego Unified School District.
- Hernandez, J., (2009). Study to Examine the Disproportionate Identification of Minority and Linguistically Diverse Students in Special Education in the San Diego Unified School District. Submitted to San Diego Unified School District, August 29, 2009.
- Hernandez, J. (2011). Report of the Findings of Focus Groups on Efforts to Improve the Pre-Referral, Referral, and Identification Practices for Culturally and Linguistically Diverse Students in the San Diego Unified School District. Submitted to San Diego Unified School District, April 20, 2011.
- Jackson-Maldonado, D. (1999). Early language assessment for Spanish-speaking children. *Bilingual Review*, 24, 35–53.
- Kayser, H. (1989). Speech and language assessment of Spanish–English speaking children. *Language, Speech, and Hearing Services in Schools*, 18, 357–363.
- Kohnert, K., & Goldstein, B. (2005). Speech, language, and hearing in developing bilingual children: from practice to research. *Language, Speech, and Hearing Services in Schools*, 36, 169–171.
- Kohnert, K., Yim, D., Nett, K., Fong Kan, P., & Duran, L. (2005). Intervention with linguistically diverse preschool children: a focus on developing home language(s). *Language, Speech, and Hearing Services in Schools*, 36, 251–263.

- Los Angeles Unified School District, Division of Special Education. (2004). Comprehensive Evaluation of Students Suspected of Emotional Disturbance (ED), *Policy Bulletin No. BUL-1309*, September 29, 2004.
- O'Malley, J.M., & Valdez Pierce, L. (1996). *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. White Plains, NY: Addison-Wesley Publishing.
- Paradis, J. (2005). Grammatical morphology in children learning English as a second language: implications of similarities with specific language impairment. *Language, Speech, and Hearing Services in Schools*, 36: 172–187
- Rhodes, R., Ochoa, S., & Ortiz, S. (2005). *Assessing Culturally and Linguistically Diverse Students: A Practical Guide*. New York: The Guilford Press.
- Roseberry-McKibbin, C. (1994). Assessment and intervention for children with limited English proficiency and language disorders. *American Journal of Speech Language Pathology*, 3: 77–88.
- San Diego Unified School District. (2007a). Fact Sheet: San Diego Unified School District at a Glance. Revised December 12, 2007.
- San Diego Unified School District. (2007b). Additional Case History Information for Students Who Are English Learners. Found on eTeams, Speech and Language, SDUSD.
- San Diego Unified School District. (2008, adapted from O'Malley, 1989). Conversational and Academic Language Skills Rating Scale. Found on eTeams, Speech and Language, SDUSD.