

Designing, Delivering, and Evaluating Services for Multilingual Learners

2022 Guidebook



COLORADO
Department of Education



Colorado State Board of Education

Lisa Escárcega (D)

1st Congressional District,
Denver

Angelika Schroeder (D)

2nd Congressional District,
Boulder

Joyce Rankin (R)

3rd Congressional District,
Carbondale

Debora Scheffel (R)

4th Congressional District,
Parker

Steve Durham (R)

5th Congressional District,
Colorado Springs

Rebecca McClellan (D)

6th Congressional District,
Centennial

Karla Esser (D)

7th Congressional District,
Lakewood



Contributors and Reviewers

The English Language Development (ELD) Guidebook is a collaborative effort of many dedicated internal and external colleagues and stakeholders who have provided necessary feedback and input to update content found in the 2022 ELD Guidebook*.

Kristen Brown, Ph.D. Director, Learning Supports Office Colorado Department of Education	Robin Greene Supervisor, Gifted Education Colorado Department of Education
Shelby Chase 6-12 ELL Specialist Bennett School District 29J	Darcy Hutchins, Ph.D. Director, Family School & Community Partnerships Colorado Department of Education
Cindy Close Language, Culture & Equity Coordinator Douglas County School District	Rebecca McKinney, Ed.D. Director, Gifted Education Colorado Department of Education
Lynne DeSousa MTSS Specialist/RTI & PBIS Integration Coordinator Colorado Department of Education	Dr. Holly Porter Director of Language Supports & Services Cherry Creek School District #5
Carol Earle Assistant to the Director of State Board Relations Colorado Department of Education	Brad Russell Assistant Director, Teaching & Learning Mapleton Public Schools
Megan Edmiston, Ed.D. English Language Development Coordinator Thompson School District	Mary Shen ESEA Research Analyst Colorado Department of Education
Lynda Espinoza Idle Education Consultant RISE PD	Heather Villalobos Pavia, Ed.D. English Learner Assessment Specialist Colorado Department of Education
Noemi Espinoza CLDE Support Coordinator Harrison School District Two	Reagan Ward Data Analyst/Statistician Colorado Department of Education
Anji Gallanos Director, P-3 Office Colorado Department of Education	Kelly Woessner Assistant Principal, Grades 2-3 Pinnacle Charter School

**The Colorado Department of Education requests proper credit be given to original authors and contributors: Guidebook on Improving the Academic Achievement of English Learners, 2007*



Introduction

Colorado educators, district and school administrators and school board members have the privilege and the obligation to provide an equitable and rigorous education to all students. This includes more than 110,000 students in Colorado who are English Learners (ELs), representing over 280 different languages. The Colorado Department of Education (CDE) and contributing authors will use the term Multilingual Learner (ML) throughout this guidebook, as CDE is in the process of transitioning to this term when referring to the English learner student group. The term ML was selected because it highlights the fact that students in this subgroup are not only developing their skills in English, but also are becoming bilingual and biliterate, or, in some cases, multilingual and multiliterate. When referencing and/or citing state and federal law and/or obligations under these laws, the terms English Learner (EL), Non English Proficient (NEP), Limited English Proficient (LEP), Fluent English Proficient (FEP) and other legal terms will be used.

Multilingual learners bring many assets to districts, schools, and public charter schools, such as their home language(s) and culture(s) which allow their brains to be more flexible since they are always processing two or more languages and making connections across multiple languages and cultures. To best tap into these strengths and provide MLs with the opportunity to meaningfully participate in educational programs, Colorado districts, schools, and public charter schools must appropriately identify MLs, analyze multilingual learner performance, and implement and evaluate evidence-based Language Instruction Educational Programs (LIEPs).

The guidelines below serve as the foundation for the content of the Guidebook and reflect the philosophy of the Every Student Succeeds Act, the WIDA Consortium, Colorado Academic Standards (CAS), Colorado English Language Proficiency (CELP) Standards, Colorado education legislation, and relevant federal education legislation. These guidelines are supported by Colorado educators and administrators who helped develop the content for the Guidebook and who are responsible for providing appropriate, challenging, and high-quality educational opportunities for our MLs. The guidelines are indicated below:

1. Districts, schools, and public charter schools will implement an **evidence-based** Language Instruction Education Program (LIEP), as required by State and Federal laws.
2. Districts, schools, and public charter schools will implement an evidence-based LIEP with a focus on access, equity, and quality that develops students' **social and academic English**.
3. Districts, schools, and public charter schools will provide access to grade level content through an evidence-based instructional program which focuses on equity and supports students' mastery of **grade level content standards** and the development of academic English.
4. Districts, schools, and public charter schools will provide on-going, job embedded **professional learning focused on increasing educator capacity to provide high-quality instruction for multilingual learners**.
5. Districts, schools, and public charter schools **set clear and ambitious expectations for English level development and grade level/content instruction and monitor the implementation** of instruction across grade levels and programs.
6. Districts, schools, and public charter schools will provide **two-way communication with parents and families** of multilingual learners and **multiple opportunities for parents and families to actively collaborate** with district/school personnel.



7. Districts, schools, and public charter schools will use valid and reliable assessments to **progress monitor** students' English language proficiency in speaking, listening, reading, and writing and to inform English language development and content area instruction.
8. Districts, schools, and public charter schools will periodically (at a minimum every 2 years) **evaluate their Language Instruction Education Programs' (LIEP) effectiveness** and modify the LIEP when they do not produce results, per *Castañeda*, 648 F.2d at 1014-15; 1991 OCR Guidance; 20 U.S.C. § 6841(b)(2).

The *Designing, Delivering, and Evaluating Services for Multilingual Learners Guidebook* is designed to provide Colorado districts, schools, and public charter schools with state and federal law, their legislated and judicially mandated obligations in providing an equitable education for MLs, an introduction and an overview of research and theory related to MLs, and CDE guidance regarding implementation of LIEPs. It addresses the socio-emotional, linguistic, and educational strengths and challenges of multilingual learners through the following ten chapters:

- Understanding Multilingual Learners
- Federal and State Requirements
- Understanding Obligations to Identify, Assess, Place, Monitor and Exit Multilingual Learners
- Designing Effective Programs to Meet the Needs of Multilingual Learners
- Components of an Effective Language Instruction Educational Program
- Multi-Tiered System of Supports, Special Education Needs, and Gifted Education
- Evaluating and Managing Programs for Multilingual Learners
- Family and Community Engagement
- Understanding Secondary Multilingual Learners
- Considerations for Educating Refugees

Colorado districts, schools, and public charter schools may use the Guidebook to select, design, and evaluate their LIEPs; properly identify, instruct, and exit MLs from LIEPs; and craft professional development aimed at supporting multilingual learners.

The development of the *Designing, Delivering, and Evaluating Services for Multilingual Learners Guidebook* has been a joint effort on the part of the Colorado Department of Education, Colorado school districts, professional organizations and other interested parties, both public and private, committed to high quality education for multilingual learners.

For further information, contact the [CLDE Office](http://www.cde.state.co.us/cde_english/contactus) at www.cde.state.co.us/cde_english/contactus.

Colorado Department of Education
Office of Culturally and Linguistically Diverse Education
1560 Broadway, Suite 1100
Denver, CO 80202

Publication of the *Designing, Delivering, and Evaluating Services for Multilingual Learners Guidebook* is not copyrighted. Readers are free to duplicate and use these materials in keeping with accepted publication standards. While every effort to identify and cite sources has been made, some inadvertently may have been omitted.

The Colorado Department of Education requests proper credit be given to original authors and contributors of this document, previously released under the following title:

Guidebook on Improving the Academic Achievement of English Learners. Denver, CO: CDE, 2007.



References

- Abbate-Vaughn, J. (2006). *Multiculturalism in teacher education: What to assess, for how long, with what expected outcomes?* Electronic Magazine of Multicultural Education, 8(2).1–12.
- Adkins, M. A., & Dunn, B. (Eds.). (March 2003). *The Multicultural Classroom: Teaching Refugee and Immigrant Children* (Vol. IX): New Horizons.
- Alliance for African Assistance. (2009). Retrieved from <http://www.alliance-for-africa.org/>.
- Aronowitz, M. (1984). *The social and emotional adjustment of immigrant children: A review of the literature.* International Migration Review, 18, 237–257.
- August, D. and K. Hakuta, eds. (1997). *Improving schooling for language-minority children: A research agenda.* Washington, D.C.: National Academy Press.
- August, D. & K. Hakuta (1998). *The Big Picture: A Meta-Analysis of Program Effectiveness Research on English learners.* National Research Council Institute of Medicine.
- Baker, S. (2014). *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School.* What Works Clearinghouse (ED); National Center for Education Evaluation and Regional Assistance (ED).
- Barcroft, J (2004). *Second Language Vocabulary Acquisition: A Lexical Input Processing Approach.* Foreign Language Annals Vol. 37 (2).
- Berman, P., Minicucci, C., McLaughlin, B., Nelson, B., Woodworth, K. (1995). *School Reform and Student Diversity: Case Studies of Exemplary Practices for LEP Students.*
- Bond, L., Giddens, A. (2007). *Changing cultures: enhancing mental health and wellbeing of refugee young people through education and training.* Promotion & Education, 14(3), 143–9.
- Bridging Refugee Youth and Children’s Services’ publication *Welcoming and Orienting Newcomer Students to U.S. Schools* (2008) at http://www.brycs.org/brycs_spotspring2008.pdf.
- Brown, Roger. (1973). *A First Language: The Early Stages.* Harvard University Press.
- Calderón, M., Slavin, R., & Sánchez, M., (2011). *Effective Instruction for English Learners.* The future of children.
- California State Board of Education. (1999). *English Language Development Standards for California Public Schools, Kindergarten Through Grade Twelve.* Sacramento, CA.
- California Department of Education, Center for the Improvement of Early Reading Achievement. (2001). *Put reading first: The research building blocks for teaching children to read.* Jessup, MD: National Institute for Literacy.
- Callahan, R.M. (2005). *Tracking and high school English learners: Limiting opportunity to learn.* American Educational Research Journal 42(2), 305–328.
- Center for Research on Education, Diversity & Excellence. (2001). *Leading for Diversity: How School Leaders Can Improve Interethnic Relations.* Henze, Rosemary.
- Chamot, A.U., & O’Malley, J.M. (1994). *The CALLA handbook: Implementing the cognitive academic language learning approach.* Reading, MA: Addison-Wesley.



- Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom Assessment for Student Learning: Doing It Right - Using It Well*. Pearson.
- Chomsky, Noam (1986). *Knowledge of Language: Its Nature, Origin, and Use*. New York: Praeger.
- Christison, M., & Murray, D.E. (2021). *What English Language Teachers Need to Know Volume III: Designing Curriculum*. Taylor and Francis.
- Coelho, E. (1994). "Social Integration of Immigrant and Refugee Children," in Genesee, Fred (Ed.) *Educating Second Language Children: The whole child, the whole curriculum, the whole community*. New York: Cambridge University Press.
- Collier, V.P. (1987). *Age and rate of acquisition of second language for academic purposes*. *TESOL Quarterly*, 21(4), 617–641.
- Colorado State Board of Education. (1995). *Colorado Model Content Standards for Reading and Writing*. Colorado: Author.
- Colorado Department of Education. (1999). *Special education for culturally and linguistically diverse (CLD) students: Meeting the challenges, realizing the opportunities*. Denver, CO: Author.
- Colorado Department of Education. (January 2003). *English language development standards, grades 6–8*. San Diego, CA: Author.
- Colorado Department of Education (2013). Offices: Standards and Instructional Support. [online]. Available: <http://www.cde.state.co.us/StandardsAndInstruction/index.asp>.
- Commins, N.L. & Miramontes, O.B. (2005) *Linguistic diversity & teaching*. Mahwah, NJ: Lawrence Erlbaum.
- Cummins, J. (1981). *Schooling and language minority students: A theoretical framework*. Los Angeles: Evaluation, Dissemination, and Assessment Center, California State University, Los Angeles.
- De Haene, L., Grietens, H., & Verschueren, K. (2007, December). *From symptom to context: A review of the literature on refugee children's mental health*. *Hellenic Journal of Psychology*, 4(3), 233–256.
- Department of Education & Department of Justice. (2015). *Dear Colleague Letter: English Learner Students and Limited English Proficient Parents*.
- Dukes, Christina. (2005). *Best Practices for Integrating Technology into English Language Instruction*. SIER TEC, Volume seven. SouthEast Initiatives Regional Technology in Education Consortium.
- Echevarria, J., & Graves, A. (2003). *Sheltered content instruction: Teaching English learners with diverse abilities*. Needham Heights, MA: Allyn & Bacon.
- Elis, R. (1986). *Understanding second language acquisition*. Oxford: Oxford University Press.
- Faltis, C. & Coulter, C. (2007). *Teaching English Learners and Immigrant Students in Secondary Schools*. Pearson.
- Gibbons, P. (2002) *Scaffolding language, scaffolding learning* Portsmouth NH: Heinemann.
- Gifted Development Center. (2004). *What Have We Learned About Gifted Children*.
- Gottlieb, M (2006) *Assessing English learners: Bridges From Language Proficiency To Academic Achievement* Corwin Press.
- Gottlieb, M., & Ernst-Slavit, G. (2014). *Academic Language in Diverse Classrooms: Definitions and Contexts*. Corwin.
- Gottlieb, M. & Nguyen, D. (2007) *Assessment and accountability in language education programs* Philadelphia: Caslon Press.



- Greene, J.P. (1998) *A meta-analysis of the effectiveness of bilingual education*. Claremont CA: Tomas Rivera Policy Institute.
- Hamayan, E & Freeman, R. (Eds)(2006) *English learners at school: A guide for administrators*. Philadelphia: Caslon Press.
- Hamayan, E., Marler, B., Sanchez Lopez, C., & Damico, J. (2007). *Special education considerations for English language learners: Delivering a continuum of services*. Philadelphia: Caslon.
- Hamilton, R. & Moore, D. (Eds.). (2004). *Educational Interventions for Refugee Children: Theoretical Perspectives*. London and New York: Routledge Falmer.
- Hek, R. (2005, September). *The Role of Education in the Settlement of Young Refugees in the UK: The Experiences of Young Refugees*. *Practice*, 17(3), 157–171.
- Herrel, A & Jordan, M (2007). *50 Strategies for teaching English learners 3rd Edition*. Upper Saddle River, NJ: Pearson.
- Hill, J. & Flynn, K. (2006). *Classroom Instruction That Works with English Language Learners*. Association for Supervision & Curriculum Development.
- International Rescue Committee. (2009). Retrieved from <http://www.theirc.org/>.
- Kagan, S (1994). *Cooperative Learning*. San Clemente: CA.
- Klingner, J. K., & Edwards, P. A. (2006). *Cultural considerations with response to intervention models*. *Reading Research Quarterly*, 41(1), 108-117.
- Kottler, E., Kottler, J.A., & Street, C. (2007). *English Language Learners in Your Classrooms: Strategies That Work*. Corwin Press.
- Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon.
- Krashen, S. & Terrel, T. (1983). *The natural approach: Language acquisition in the classroom*. Englewood Cliffs, NJ: Alemany/Prentice Hall.
- Lese, K. P. and Robbins, S. B. (1994). *Relationship between goal attributes and the academic achievement of Southeast Asian adolescent refugees*. *Journal of Counseling Psychology*, 41(1), pp. 45–52.
- Lyster, R., & Tedick, D.J. (2019). *Scaffolding Language Development in Immersion and Dual Language Classrooms*. Taylor and Francis.
- Maxwell-Jolly, J., Gandara, P., & Mendez Benavides, L. (2007). *Promoting Academic Literacy Among Secondary English Language Learners: A Synthesis of Research and Practice*. University of California, Davis: Linguistic Minority Research Institute.
- McBrien, J. (2005, September). *Educational needs and barriers for refugee students in the United States: A review of the literature*. *Review of Educational Research*, 75(3), 329–364.
- Miramontes, O., Nadeau, A, & Commins, N. (1997). *Restructuring schools for linguistic diversity: Linking decision making to effective programs*. New York: Teachers College Press.
- National Center for Education Statistics. (2013). Retrieved from http://nces.ed.gov/programs/coe/indicator_cgf.asp.
- National Center for Education Statistics. (2013). Retrieved from <http://nces.ed.gov/pubs2012/2012046.pdf>.



- National Center for Education Statistics. (2013). Retrieved from <http://nces.ed.gov/prpgrams/digest/d11/>.
- National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Bethesda, MD
- National Center on Response to Intervention. (2011). Retrieved from <https://files.eric.ed.gov/fulltext/ED526859.pdf>.
- National Institute of Child Health and Human Development and National Institutes of Health.
- National Staff Development Council (2001). Standards for Staff Development.
- New York State Education Department, Office of Bilingual Education. (2002 Draft). *The teaching of language arts to limited English proficient/English learners: Learning standards for English as a second language*. Albany, NY: Author.
- Nieto, Sonia. (1999). *Critical Multiculturalism*. University of Massachusetts, Amherst
- Northwest Regional Educational Laboratory. (2004). *English Language Learner Programs at the Secondary Level in Relation to Student Performance*. Portland, Oregon.
- Office of Refugee Resettlement. (2009). Retrieved from <http://www.acf.hhs.gov/programs/orr/>.
- O'Malley, J.J., & Pierce, L.V. (1996). *Authentic assessment for English learners: Practical approaches for teachers*. Reading, MA: Addison-Wesley.
- Paradis, J., Genesee, F., & Crago, M. B. (2011). *Dual language development and disorders*. A handbook on bilingualism and second language learning, 2.
- Peregoy, S.F., & Boyle, O.F. (1997). *Reading, writing, and learning in ESL: A resource book for K-12 teachers* (2nd ed.), New York: Longman.
- Piaget, Jean. (1970). *Piaget's theory*. In P. Mussen (ed) *Handbook of Child Psychology, Vol. 1*. New York: Wiley, 1983.
- Pierce, L. V. (February 2003). *Designing English Language Proficiency Standards and Benchmarks*. Presented at the Title III State Directors' Meeting, Office of English Language Acquisition, U.S. Department of Education, Arlington, VA.
- Rolstad, K., Mahoney, K., Glass, G.V. (2005) *The big picture: A meta-analysis of program effectiveness research on English learners*. Educational Policy 19, 572–594/.
- Rousseau, C., Drapeau, A., & Corin, E. (1996, April). *School performance and emotional problems in refugee children*. American Journal of Orthopsychiatry, 66(2), 239–251.
- Rousseau, C., & Guzder, J. (2008, July). *School-based prevention programs for refugee children*. Child and Adolescent Psychiatric Clinics of North America, 17(3), 533–549.
- Samway, D., Katharine, & McKeon, Denise. (2007). *Myths and Realities: Best Practices for English Language Learners* (second edition). Heinemann.
- San Diego City Schools. (January 2002). *English language development standards, kindergarten–grade 2. Grades 3–5 San Diego*.
- Schmoker, Mike. (1999). *Results: The Key to Continuous School Improvement*. Association for Supervision and Curriculum Development; Second Edition (August 1, 1999).



- Somali Bantu Association of San Antonio, Texas. (2007). Retrieved from <http://www.sbantuassofsa.org/>
- Szente, J., Hoot, J., & Taylor, D. (2006, August). *Responding to the Special Needs of Refugee Children: Practical Ideas for Teachers*. *Early Childhood Education Journal*, 34(1), 15–20.
- Teachers of English to Speakers of Other Languages (TESOL). (1997). *ESL standards for pre-K-12 students*. Alexandria, VA: TESOL.
- Texas Administrative Code (TAC), Title 19, Part II, Chapter 128. (2001). Texas essential knowledge of Education.
- The Connie Belin and Jacqueline N. Blank International Center for Gifted Education and Talent Development. (2008). *Connecting Alternative Education and Gifted Education*. The University of Iowa College of Education.
- Thomas, W. & Collier, V (1997) *School Effectiveness and Language Minority Students*. NCBE Resource Collection.
- Trumbull, E. & Rothstein-Fisch, C. and Greenfield, Patricia M. (2000). *Bridging Cultures in Our Schools: New Approaches That Work. Knowledge Brief*. San Francisco: WestEd.
- U.S. Committee for Refugees and Immigrants (USCRI). (2009). Retrieved from <http://www.refugees.org/article.aspx?id=1188>.
- United States Census Bureau. (2013). Retrieved from <http://www.census.gov/hhes/school/data/cps/2010/tables.html>.
- Valentino, R., & Reardon, S., (2014). *Effectiveness of Four Instructional Programs Designed to Serve English Learners: Variation by Ethnicity and Initial English Proficiency*. American Educational Research Association.
- Vygotsky, L.S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge: MA: Harvard University Press.
- Walqui, Aida (2000). *Strategies for Success: Engaging Immigrant Students in Secondary School*. West Ed, San Francisco, California.
- West Ed Publications. (2002). *Map of standards for English learners: Integrating instruction and assessment of English language development and English language arts standards in California*. 3rd ed. San Francisco, CA.
- Westby, C. & Vining, C.B. (2002). *Living in harmony: Providing services to Native American children and families*. In D.E. Battle (Ed.), *Communication disorders in multicultural populations*. Woburn, MA: Butterworth-Heinemann.
- World-Class Instructional Design and Assessment. (2011). *Consortium: Resources. Developing a Culturally and Linguistically Responsive Approach to Response to Instruction and Intervention for English Language Learners*. [online]. Available: <http://www.wida.us/resources/>.
- World-Class Instructional Design and Assessment. (2011). *Standards and Instruction*. [online]. Available: <http://www.wida.us>.
- Zehler, A. (1994). *Working with English learners: Strategies for elementary and middle school teachers*. NCBE Program Information Guide Series, 19.
- Zelasko, N & Antunez, B (2000) *If your child learns two languages*, Washington DC: National Clearinghouse for Bilingual Education.



Notes

Lined area for taking notes, consisting of multiple horizontal dashed lines.



[Office of Culturally and Linguistically Diverse Education](#)

1560 Broadway, Suite 1100
Denver, Colorado 80202
www.cde.state.co.us/cde_english/contactus