Considerations for EL program (LIEP) review

Focus areas can be broken down into elementary and middle/high school or all three separately.

Within each focus area (grade band), you should consider looking at several components and considering the guiding questions outlined below (this list is not exhaustive):

Components and guiding questions	Notes
1. Instruction	
a. Are content teachers implementing strategies to overcome language barriers, and, just as importantly, assessing EL learning of content with valid assessment instruments and strategies?	*Enter notes here*
b. What are ESL teachers teaching when they provide direct instruction?	*Enter notes here*
i. Does ELD instruction target students' individual needs?	*Enter notes here*
ii. Does ELD instruction target the developmentally appropriate language functions, features, and structures that students encounter in their academic classes/courses?	*Enter notes here*
iii. Is there alignment between the language being taught in ELD classes and the language that students are encountering during content instruction during the year?	*Enter notes here*
c. Does the district have a defined ELD curriculum, and are staff trained in its use? See ELD Portal professional learning opportunities related to ELD curriculum.	*Enter notes here*

2. Program	
a. What is the role of the ESL teacher in the overall program?	*Enter notes here*
b. How do ESL and content teachers interact? (formally, informally, frequently, infrequently, never?)	*Enter notes here*
c. Are content classes composed of ELs and non-ELs, or are content classes composed of all ELs?	*Enter notes here*
d. What is the role of students' native language in instruction (formal inclusion [bilingual programs], informal use, not used)?	*Enter notes here*
e. Which students receive direct ELD instruction from an ESL teacher?	*Enter notes here*
f. Does the district have or is the district in need of a specialized newcomer program? (see the CAL database)	*Enter notes here*
g. Can a student's placement change during a school year if circumstances dictate (e.g., the student excels and no longer requires direct language support or a student is struggling and requires additional language supports?)	*Enter notes here*
h. If Direct ELD is part of the program, how is it scheduled to minimize conflicts with other courses/contents?	*Enter notes here*
i. If Direct ELD is part of the program, how is credit awarded for high school students? (credit must be awarded)	*Enter notes here*
j. Is ELD embedded in other content areas, and if so, how (i.e. who is responsible for teaching it (content or ELD teacher or both) and how is it embedded (co-planning, co-teaching, etc.))?	*Enter notes here*
k. Are there interventions (academic or language-based) in place for ELs who may require them?	*Enter notes here*
l. Is there a coherent grading policy for ELs in both ELD courses and content courses? (ELs must be provided with the same grades as non-ELs in a course/class).	*Enter notes here*
m. Does the program limit the enrollment of ELs in any class or course for which they would otherwise be eligible?	*Enter notes here*
n. Does the district provide professional learning opportunities related to the education of ELs to all staff working with ELs, and are staff aware of these opportunities?	*Enter notes here*

3. Procedures	
a. Is the identification procedure implemented in accordance with state guidance?	*Enter notes here*
i. Who conducts the initial steps of the procedure? (HLS, family interview)	*Enter notes here*
ii. How long does it take to screen from the time of enrollment if screening is necessary?	*Enter notes here*
iii. Who places students into the program and makes their schedules?	*Enter notes here*
1. Do ESL teachers have a role in this process?	*Enter notes here*
2. Are personnel trained in the structure of the program for ELs so that they can appropriately place them?	*Enter notes here*
iv. Are parents informed of the program design and it's benefits for the student and provided with evidence of its effectiveness?	*Enter notes here*
b. Are students reclassified in accordance with the state procedure and guidance?	*Enter notes here*
i. Who makes decisions about students for whom language use inventories will be completed prior to the end of the school year?	*Enter notes here*
ii. How are content teachers chosen to complete rubrics?	*Enter notes here*
iii. Is the overall teacher recommendation considered in the decision to reclassify?	*Enter notes here*
c. Is input from ESL teachers part of the decision-making process when making or changing student placements?	*Enter notes here*
d. Does the district make interpreting/translating services available for staff if needed (e.g., to call home, evaluate transcripts from another country, complete a form, etc.), and are staff aware of how to access them? (state translation library)	*Enter notes here*
e. Are ELs evaluated for disabilities in a timely manner and in accordance with the procedures employed for non-ELs?	*Enter notes here*
f. Are there procedures to identify long-term ELs and to subsequently provide supplemental supports/services?	*Enter notes here*
g. Are there appropriate procedures in place to identify ELs who may require additional academic or language interventions?	*Enter notes here*

4. Climate	
a. Is the environment welcoming for newcomers and accepting of other cultures?	*Enter notes here*
b. Are expectations the same for all students?	*Enter notes here*
c. Is student engagement the same for all students?	*Enter notes here*
d. Is the staff supported in implementing culturally responsive practices?	*Enter notes here*
e. Is administration supportive of ESL staff and cognizant of the needs of ELs in the overall program (e.g., Are they looking for evidence of language supports when observing classrooms? Does staff have a common understanding of the expectations for working with ELs?)	*Enter notes here*

5. Family engagement	
a. Are language minority families engaged in decision-making at the school and district level?	*Enter notes here*
b. Is the school communicating regularly and effectively with language minority families?	*Enter notes here*
c. Does the district host special events for newly arrived and/or language minority families (orientations, workshops on navigating community and school life, facilitating connections with social services or community organizations)?	*Enter notes here*
d. Do parents/family members feel comfortable contacting the school?	*Enter notes here*
e. Does the district provide all important information to parents who do not speak or read English in a language or mode of communication that they prefer and understand? (see the Parent, Family, and Community Engagement section of the English Learner BEC 22 Pa. Code §4.26)	*Enter notes here*

6. Outcomes	
a. Progress in acquiring English – Are students making adequate progress each year to attain proficiency within a reasonable time (6 years maximum for students who start at the lowest English proficiency level)? Evidence can include	*Enter notes here*
i. FRI calculations (see the self-paced FRI tutorial for more information)	*Enter notes here*
ii. Local formative information (e.g., teacher records and input based on WIDA PLDs, rubrics, and or can-do descriptors)	*Enter notes here*
iii. Benchmark assessments such as MODEL	*Enter notes here*
b. Academic progress – Are students learning developmentally appropriate content regardless of English proficiency? Evidence can include:	*Enter notes here*
i. Grades	*Enter notes here*
ii. Other teacher evaluations (formative information)	*Enter notes here*
iii. Statewide assessments (looking for progress, not achievement)	*Enter notes here*
c. Graduation (are ELs graduating at the same rate as other students?)	*Enter notes here*
d. Are ELs disproportionately identified as having disabilities?	*Enter notes here*
e. What proportion of ELs are long-term (have been identified for more than five years), and which grades or grade bands have the most long-term ELs?	*Enter notes here*

7. Resourcing	
a. Are appropriate and adequate resources made available to effectively implement the program? (see the *Appropriate Resourcing of the LIEP* section of the English Learner BEC 22 Pa. Code §4.26 for more information).	*Enter notes here*

Overall considerations for engaging in review and planning:		
8. What is the profile of the EL population?		
	a. Number/percent of newcomers	*Enter notes here*
	b. Breakdown by overall ELP level	*Enter notes here*
	c. Breakdown by time in US schools	*Enter notes here*
	d. Breakdown by native language	*Enter notes here*
	e. Breakdown by grade or grade band	*Enter notes here*
	f. Number/percent long-term ELs	*Enter notes here*
	g. Number/percent of ELs with disabilities	*Enter notes here*
	h. Distribution among schools and the profiles within each school based on a - f above	*Enter notes here*