



What Makes for Quality Education for English Learners in the 21st Century?

What Needs To Be Included and What Actions Can We Take:
Lessons Learned from the Past and New ideas for Today

Open Space Report: Los Angeles

As a convener, we would like you to put together a short report from your group describing the following:

Names of group members – David Holbrook, convener; Patricia Adkisson, note taker; Natalia Romanova (NCELA); Jesse Markow, Jennifer Stein, Kimberly Plummer, Richard Henderson (Idaho SPED Director), Lauren Françoisse, Maggie Nesbitt, Maulee P???, Carla Guitierrez, Clara C. Park, Young Suk Hwan, Rachel Monárrez, Daniel Arellano, Melanie ??, Rocky ??, Sandy Silverstein (?), Tammy Wong, Alana Cortes, Patricia Rosen, Myriam Quintanilla, Scott Reynolds, Nancy Navarro, Socorro (?) Barrón, Mary Ann Robinson, Reneé Rawles Shilpa Ram

1. **Issue/Topic/Activity-** Students who have Disabilities and EL designation
2. **Highlights of Discussion/Recommendations/Next Action Steps-** Problem area: No exemptions in ESEA for SWD so some will never pass ELP, even if proficient in some domains, eg a blind student who cannot see to read, severely cognitively disable students with little communication ability, will not test proficient on all components, therefore there is no valid exit criteria for those students.

Observation: Webinar that was put on by TIII monitoring div, exempting as only a concept, not written guidance, suggests that the student's IEP is a legal document, so may be followed when recommended in IEP not to participate in one or more sections of assessment. Counter- observation: SPED says an IEP is for inclusion, not exclusion, so not likely to follow that reasoning. WY wants a state policy such as exemption with strict review, specially addresses both the SPED and Assessment division would review possible exemptions.

What's working and not working: currently ELL assesses listening, speaking, reading, writing, comprehension. Possible to add viewing as a skill, like comprehension. Eg a family, with a flag behind them and a lot of food, context standard, as Richard, discussion of accommodation, adaptation as another idea. Idaho Dir Sped, what accommodations to provide, make connections relative to area of concern and identified in documentation, including in ELP Assessment. Agrees team has ability to make input about participation and also accurate assessment of what student can do in order to meaningfully measure. Able to communicate,

Just pushing levels not a demonstration of English or content but of skill, but must be able to comprehend, to receive or express language .

3. **In California** should not be able to take CELDT if the student is nonverbal, the tester would observe interaction w environment, for severely disabled students. May have been identified as LEP, taken an adaptive test to demonstrate progress, developed by district. CELDT now has stopping points.

In Idaho ELP assessment and content tests offer standard accommodations, parallel to IEP, complements on home language side for high incident students.

Problem are: The accommodations had to be written into the IEP, but the ELP test is administered by ELD clerks who didn't have training in delivering accommodations, so Special Ed teachers need to train in giving accommodations, but SPED teachers need to be trained in how to write ELP objectives into IEP. A

SWD who is functioning at IEP level may not reflect current level of English Language Proficiency. Jennifer is an ELP coordinator working with SPED director to determine ELL accommodations that are ELL specific, but also a SWD has different accommodations, therefore on content assessments should be allowed both. On ELP assessment, no ELP accommodations allowed, but should still get IEP accommodations. If large print, may be both an ELL and SWD accommodation. Question: Which trumps, does student get SPED and not ELL accommodations? The right should go to student for both services. Sometimes on a more practical side in a classroom, most SPED teachers are not trained as Bilingual teachers. Also one model is trying putting RTI squared Response to Intervention and Instruction, ELL and SPED in group, as pilot, RTI can be CORE, Plus Tier 2 and Tier 3. Civil rights requires district to have a core ELL program, but additional interventions are TIII, some districts provide only Tier II. Some share the same fundamental principles. If used as an intervention, it works for both, students at risk. RTI is a predictive model to prevent problems, adjust before students walk in door. 70% ELL are at CORE. A good resource is Janet Klinger's work on RTI for ELLS. Approved textbooks funding textbook for SPED may not be approved for ELL. Who funds? Each state has to have available instructional materials, approved textbook accessible in all formats, every publisher has to make available in electronic version so it can (since 2006, modified).

Blending SPED and EL. AIMSWEB screening, may assume an ESL student is SPED, get a false positive on screener, be careful. Over-identification issue. Language proficiency is not same as content knowledge, may appear to be special needs. Violates civil rights. Implementation, under T I, a SW plan, funding meets needs of that building, fluid groups tailored to what is going on, but mechanism has to be in place for movement, improvement, can keep Learning handicap is not the same as a schooling handicap (SIFE) or a gap such as non attendance, not the same as a learning disability. Best teachers sb in SPED, not the placement of last resort for a hard to place teacher. Training issue, recruitment and retention of specialized skill teachers. Never has been an empty seat in SPED. It is a resource for hard to place kids. Delivery options 15 years behind SPED, (ELD, other programs are catching up, not as resourced or continuous). Bueno Center doesn't like being associated with SPED bc of negative connotation. 2LLL in SPED, 0 literacy to 9th grade literacy, can be SPED at any grade level literacy, Level proficiency not same as for high proficiency student whether SWD or not. JESSE: Symposium minority students up to 4 times more likely than non minority students,

Rich more likely also 4X less likely to identify a majority students (under-identified)

There are exclusionary factors: attendance for example- (others capacity of language based instructional preprograms not there, SPED teachers are the resource in town, get intervention there. As a way to get help to kids. to evaluate what is problem, in student or in program, required for peer comparison of kids getting the same services, how do you define a disability, is it a curriculum issue, Intervention issue, ELP for state prior to eligibility support SPED. IN ELL arena, some of issues mimic SPED issues. What do others use, eg. LAS Links, A beginner may be a SPED kid, but it may be part of ELL description. What do people use to monitor language. Does assessment align to standards? ELD standards, AIMS web, used for English only students. Idaho behavioral descriptors based on standards, look for behavior, cultural assimilation and expected behavior. Something to consider. In WY a process has to happen before you can refer for SPED, if in ELL Services long enough to expect to make progress. Evaluation team has to be done in language child is best able to communicate in, eg if Spanish speaker, assess in Spanish, Nondiscriminatory assessment (34CFR 300). Exposure to language. Definition of Disability is neurologically based. How does that look in English nonremedial classroom. D-Model, battery of observations, consistent, if same deficit in any language, preponderance of evidence. If the right people in are in conversation, the team has enough information to make the call.

Reclassification of students who are id as Sped, modified criteria for SWD, to reclassify as ELL. It takes away supports, Accountability and the law, if long term ELL not exiting, continued classification does mean long term ELL is not exited, need academic language support for intermediate progress, at 6 or 7th grade, from lack of academic language home support. Severe cog disabled may not benefit from services or ability to test out of ELL status.

ALK

In California a SPED student who is EL can never get a diploma, in CA if you do not graduate by diploma, you are called a dropout. So a SPED EL will likely not get a diploma.

There is a need for Bilingual SPED programs to make progress in language, also an argument for teaching in home language. In between language dominance, may mask as learning disability. Making a language dominance transfer a vulnerable time, need general education teachers to understand pre-referral process as part of education process, not a SPED rprocess! EL specialist at all SST meetings. To get interventions, monitoring interventions, in place, test in language of dominance, even if not proficient in either L1 or L2, often referred for SPED.

4. Available Resources - read the Spring issue of AccELerate for many articles that apply. Natalia described the Spring issue will includes critical articles on the subject, such as the factors that influence the over- and under-representation of ELs in special education classes, effective pre-referral practices and counseling during the students' transition period, differences between language impairment and special needs, effective instructional and assessment strategies, perceptions of SIFE students in SPED classrooms, and professional development of teachers. The issue has several stories from practitioners that address the issues discussed during the round table.

5. Follow-up requests-

6. Please type in this report in one of the laptops and hand in this sheet. Thanks!