TeachME Professional Development

Resources to Assist English Learners-Part Two

Chapter 5: Creating an Inclusive Environment for and Avoiding Unnecessary Segregation of English Learners

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

A. True
B. False

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

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

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3. Participation in a segregated EL program must be voluntary, and the LEA should at least annually assess the ELP and appropriate level of language assistance for its ELs and determine their eligibility to exit.

A. True
B. False

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

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

Tools-Creating an Inclusive Environment for Avoiding the Unnecessary Segregation of English Learners

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

A. True
B. False

Tool 1-Diversity Self-Assessment

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

A. Thoughtful and potentially productive
B. Challenging and eye-opening
C. Perceptive and constructive
D. Honest and forthcoming

Tool 2-Resources to Address Bullying and Harassment

7. As part of the White House Initiative on Asian Americans and Pacific Islanders (AAPI) the collaboratively formed Bullying Prevention Task Force recently launched a website that includes timely and relevant information about bullying related to socioeconomic, linguistic, and environmental differences.

A. True
B. False

Tool 3: Creating an Inclusive Environment for ELs: Self-Monitoring Form

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

A. Does the program prioritize keeping EL students with their English-speaking peers as much as possible when implementing an educationally sound program?

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

Chapter 6: Resources for Addressing English Learners With Disabilities

9. Under the Individuals with Disabilities Education Act (IDEA), if an EL is suspected of having one or more disabilities, a LEA must promptly evaluate the EL to assess if he or she needs disability related services.

A. True
B. False

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

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

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

A. True
B. False

12. If parents decline disability-related services under IDEA and Section 504, the SEA and LEA are not obligated to provide language assistance services to ELs.

A. True
B. False

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

A. True
B. False

Tool 1: Referral, Identification, Assessment, and Service Delivery To ELs With Disabilities-Policy Recommendations

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

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

Tool 2: Considering the Influence of Language Differences and Disability on Learning Behaviors

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

A. True
B. False

Comparison of Language Differences Versus Disabilities

16. When assessing verbal fluency in EL students, indicators of a probable learning disability include the student's lack of vocabulary, sentence structure, and/or self-confidence.

A. True
B. False

Tool 3: A Checklist For IEP Teams: Considering Limited English Proficiency-Developing the IEP-A Checklist for IEP

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

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

Tool 5: Selecting Appropriate Accommodations For Students With Disabilities -'Dos' and 'Don'ts' When Selecting Accommodations

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

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

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19. One suggestion for serving students with disabilities is to simply indicate that an accommodation will be provided "as appropriate" or "as necessary," as this leaves room to make adjustments freely as needed.

A. True
B. False

Chapter 7: Tools and Resources for Serving English Learners Who Opt out of EL Programs

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

A. True
B. False

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

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

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

A. Three months

B. Six months
C. Year
D. Eighteen months

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23. One consideration when developing processes and providing support for ELs may be to consider having a process to explore the cause of high opt-out rates for EL services if and when they occur.

A. True
B. False

Tool 2: Sample Parent Notification Letter for a Child's Placement in English Learner Programs and Services

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

A. True
B. False

Tool 3: Sample English Learner Programs and Services Opt-Out Notification

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

A. True
B. False