Comprehensive Evaluation Process for English Learners (CEP-EL)

CABE
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Foundation of CEP-EL

Based on:

- Laws and Regulations
  - Federal (IDEIA ‘04)
  - State (CDE Composite of Laws)
- Consultant recommendations
- Research on best practices for ELs
- Current practice
Strategies for Success

1. Collaboration

2. Data Collection

3. Professional Development
Comprehensive Evaluation Process for English Learners (CEP-EL)

www.sandiegounified.org/parent-services-office
Comprehensive Evaluation Process for English Learners (CEP-EL)

Provides procedures for district staff to ensure appropriate:

- Referrals
- Evaluations
- Identification for services
  - Neither Over- or Under-
- IEP Supports
When to Use the CEP-EL

When students are experiencing academic and/or behavioral difficulties in any area as determined by:

- Performance data across settings
- Patterns of strengths and weaknesses
- Comparison to peers (where possible, from similar backgrounds)
Typically developing ELs manifest similar academic and language difficulties as students with special needs.

However, the causes behind these difficulties differ.

Extrinsic vs. Intrinsic
CEP-EL Sequence

Early Intervention
- Cumulative File Check
- Extrinsic Factors
- Intervention Summary

After Referral
- Comprehensive Evaluation Process for English Learners Checklist
CEP-EL Tools

- Cumulative File Check
- Extrinsic Factors
- Intervention Summary

Comprehensive Evaluation Process for English Learners Checklist
Guides site teams in step-by-step decision making

Focuses on Problem-Solving Teams ruling out extrinsic factors as primary contributors to concerns

Encourages Response to Instruction & Intervention in extrinsic factors, academic and/or behavioral concerns impacting achievement
Student Cumulative File Check

- Supports the review of background information
- Promotes early data-gathering and collaboration between site staff.
EL Extrinsic Factors Form

- Promotes further investigation into extrinsic factors, parent input and identification of student strengths.
- Links to best practices in English learner education.
- Use form as guide, NOT questionnaire

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Graduation
With skills, motivation, curiosity and resilience to succeed in college or career in order to lead or participate in the society of tomorrow

Educational Environment needs
Attendance, Opportunity to Learn, Appropriate Instruction

Language Development needs
Proficiency in Languages of Home and School

Personal and Cultural needs
Cultural, Environmental and Economic Opportunities

Physical and Psychological needs
Health and Wellness

Focus at ALL Levels
EL Intervention Summary

Provides documentation of interventions tried and their outcomes.

Interventions are documented in the following areas:

• Extrinsic factors
• Academic concerns compared to peers
• Behavioral concerns that impact achievement of grade-level standards
CEP-EL Checklist

Review of Background Information

• Parent participation
• Provision for students with severe concerns
• Provision for students already identified
• Supported by other forms

Assessment

• Comprehensive assessment
• Mandatory health assessment
• Assessment in primary language
• Appropriate tools and qualified assessors
<table>
<thead>
<tr>
<th>Type of Data</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Records Review</td>
<td>Gathering student background information through a review of existing data</td>
<td>Cum Review&lt;br&gt;Previous school records&lt;br&gt;Problem-solving meeting notes (RtI, SST…)&lt;br&gt;Documentation from Related Agencies&lt;br&gt;District data collection systems&lt;br&gt;Community and School Demographics&lt;br&gt;Home language survey&lt;br&gt;Report cards&lt;br&gt;Learning contracts&lt;br&gt;Instructional programs attended&lt;br&gt;Attendance history</td>
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<td>Interviews</td>
<td>Gathering information from those that know the student best</td>
<td>Student, caregiver/family, teacher…&lt;br&gt;May involve interpreter, cultural and/or linguistic liaison&lt;br&gt;Student interest inventories (e.g., journals)&lt;br&gt;Questionnaires</td>
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<td>Observations</td>
<td>Gathering information through a systematic &amp; direct focus on actual and relevant behaviors in authentic contexts</td>
<td>Anecdotal, narrative and observation notes&lt;br&gt;Social &amp; Academic language observations&lt;br&gt;Observations across content areas&lt;br&gt;Observations in areas of student strength</td>
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# Data Gathering Tools

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<tr>
<th>Type of Data</th>
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<th>Examples</th>
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<tbody>
<tr>
<td><strong>Sampling</strong></td>
<td>Gathering samples of behavioral data for further analysis</td>
<td><em>Classroom work samples</em> (portfolio review, projects, learning logs, journals, writing samples)</td>
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<td><em>Running records</em></td>
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<td><em>Oral language samples</em> across contexts (conversation, narrative, expository, persuasive, oral reports, informal story telling)</td>
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<td><strong>Probes &amp; Standardized Testing</strong></td>
<td>Probing for information in a specific area during a highly-structured task and comparing performance to groups of students</td>
<td><em>English Language Proficiency Tests</em></td>
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<td><em>Primary Language Proficiency Tests</em></td>
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<td><em>Academic Assessments</em></td>
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<td><em>Primary language academic assessments</em> (e.g., standards-based test in Spanish)</td>
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<td><em>Probes for cognitive processing</em></td>
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<td><strong>Criterion-Referenced Measures</strong></td>
<td>Comparing student performance to established criteria of well-defined, specific behaviors</td>
<td><em>Rubrics</em></td>
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<td><em>Rating Scales</em></td>
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<td><em>Checklists</em> (academic language and social language, classroom instruction)</td>
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<td><em>Curriculum assessments</em> (classroom-based measurements, benchmarks)</td>
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CEP-EL Checklist

❖ IEP Team Determination of Eligibility
  • Not based on one source of information
  • Exclusionary criteria
  • Rationale for primary handicapping condition

❖ IEP Team Supports and Services
  • Knowledgeable team member included
  • Interpreter use
  • Least restrictive environment
  • Goals aligned to English language development needs
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References/Resources


References/Resources


Los Angeles Unified School District, Division of Special Education. *Comprehensive Evaluation of Students Suspected of Emotional Disturbance (ED)*, September 29, 2004
