CSDE English Learner and Multilingual Learner Framework

Leveraging Linguistic Assets: Building Bridges to Success

CONNECTICUT
Education

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Introduction

English learners and multilingual learners (ELs/MLs) are a diverse, highly mobile, and expanding student population representing a wide array of languages, cultures, racial and ethnic backgrounds, and socioeconomic statuses. ELs/MLs are not a monolithic group. Rather, this population of students includes children born in the United States who speak a language other than English at home, recent immigrants to the country, and any students in the process of acquiring English proficiency. ELs/MLs may be students who enter U.S. schools with a strong academic background in their native language, students with limited or interrupted formal education (SLIFE), long-term ELs/MLs who have been identified as ELs/MLs for more than five years, late arrival ELs/MLs who have begun their schooling in the United States at the secondary level, adult education program participants, dually identified students who also receive special education services, and others.

It is the civil right of ELs/MLs to receive language support as a part of their core programming and accessibility supports embedded in their tier one, grade-level academic content. While developing their academic knowledge, ELs/MLs are also tasked with learning English across the domains of speaking, listening, reading, and writing. Research shows that language development across these domains often occurs at different paces. For instance, a body of research has shown that social or casual spoken language, sometimes referred to as basic interpersonal communication skills, or BICS for short, develops over approximately two to three years. However, more robust academic language skills, sometimes referred to in research as cognitive academic language proficiency, or CALP for short, takes much longer to develop with research finding that this can take from five to seven or more years.

It is important to consider that language development is a unique and ongoing process for ELs/MLs and the rate of progress will vary from student to student. Through resources such as this evidence-based Framework, we intended to cultivate coordination and alignment across programs and foster shared responsibility for the instruction of ELs/MLs attending schools throughout Connecticut.

Through the development and implementation of this Framework, the Connecticut State Department of Education (CSDE) is reinforcing its unwavering commitment to serving ELs/MLs through the strategic identification of key levers and essential stakeholder actions. This is essential because the programs and services for these students vary widely across different contexts.

This Framework serves as a foundation to build shared understanding and establish conditions that support high-quality, evidence-based instructional practices for our state's ELs/MLs as the population continues to grow. Ultimately, the strength of a resource is in its implementation, and this Framework is no exception. It is incumbent upon all interest holders to commit to enacting the framework's principles and indicators with fidelity.

Connecticut's EL/ML Vision and Mission

The Connecticut State Board of Education's Comprehensive Plan for Education: Every Student Prepared for Learning, Life, and Work Beyond School highlights four priorities that communicate the state's vision for education. The four strategic priorities are designed to help meet the challenge of effectively preparing each student for learning, life, and work beyond the classroom; providing equitable access to education; ensuring safe and healthy learning environments; elevating Connecticut's curriculum frameworks; and creating opportunities for students to explore multiple career pathway options. The vision and mission for ELs/MLs align to the strategic priorities described in the comprehensive plan.

Connecticut's English Learner/Multilingual Learner Vision

All ELs/MLs will have access to high-quality and equitable educational opportunities in safe, assets-oriented learning environments that are culturally and linguistically sustaining.

All ELs/MLs will thrive and graduate with the knowledge, skills, and abilities necessary to explore college and career pathways, thereby contributing to civic life in a global community.

Our mission for ELs/MLs is to create supportive environments where students' linguistic and cultural strengths are honored and leveraged as assets for the entire school community. Through high-quality professional learning opportunities and resources, we empower educators to meet the needs of ELs/MLs in everyday teaching practices. We ensure our ELs/MLs have equitable access to and engagement with grade-level instruction in content areas, high-quality instructional materials, educational technology, and other relevant resources to support their language development and academic content learning. Together, we foster a shared responsibility for the success of ELs/MLs, ensuring they achieve their fullest potential. All educators are teachers of ELs/MLs. Therefore, this framework is intended for use by all education interest holders. These include, but are not limited to, teachers, paraeducators, tutors, building leaders, district leaders, other school staff, boards of education, families, community members, professional and advocacy organizations, the CSDE, and other interest holders that serve Connecticut's students.

This EL/ML framework is not intended as an additional or supplemental resource, but as a foundational component of high-quality Tier 1 instruction. It is designed to work in full alignment with all state content standards, including the Connecticut English language proficiency (CELP) standards. This framework should be embedded within all core planning, teaching, and assessment practices, ensuring that the needs of ELs/MLs are addressed as part of standard instruction. Rather than being treated as a separate initiative, the EL/ML framework is integral to schoolwide routines, professional learning, instructional design, and documentation practices, supporting equitable outcomes for all learners. Therefore, this framework is NOT intended to be solely used by EL/ML experts (e.g., bilingual, TESOL educators) because it is essential that the needs of ELs/MLs are visible and considered across school, district, and state educational initiatives.

Using this framework as a foundation for serving ELs/MLs will help to cultivate an assets orientation and a shared commitment and responsibility for promoting their success. Instructional practices that support ELs/MLs are not an additional task but rather good instructional practices and can be embedded into routine classroom and school practices. As we engage with this document, in our commitment to shared responsibility for ELs/MLs, districts are strongly encouraged to offer professional learning opportunities on the principles and indicators to individuals in various roles and representing various interest holder groups. Professional learning on the framework will be essential for effective, thorough, and consistent implementation and messaging.

Theory of Action

If the CSDE develops a statewide, research-based EL/ML Framework that outlines principles, evidence-based practices, and policies for high-quality instruction, while addressing the diverse needs of Connecticut districts;

Then district and school leaders and educators will have a shared understanding of what success for ELs/MLs looks like, have improved knowledge of how to use evidence-based components of high-quality EL/ML instruction, and use the Framework to support coherence in instructional practices for ELs/MLs across the state;

And EL/ML students and families will have an increased understanding and knowledge of the state and districts' commitments to EL/ML students, **so that** EL/ML students in Connecticut can engage in high-quality learning opportunities that promote academic success, college and career readiness, and language proficiency.

Existing Systems and Processes to Support This Framework

This EL/ML Framework serves as a tool to promote the inclusivity of ELs/MLs in school settings. Several laws and guidance focus on promoting literacy and supporting all students through equitable access to education and learning environments that meet the needs of all learners. These laws apply to ELs/MLs and align with this Framework, which addresses their linguistic and academic needs while also considering other relevant legislation and resources that support their inclusion.

Connecticut has laws to ensure ELs/MLs have equitable and meaningful access to educational programs. In addition to the requirement to implement language instruction educational programs, districts with twenty or more identified ELs/MLs who are speakers of the same non-English native language in one school building are required to implement bilingual programs, pursuant to Connecticut General Statutes (C.G.S.) [Sections 10-17e through 10-17n](). The rights of students and their families are further safeguarded through C.G.S. Section 10-17o's [Parent Bill of Rights for English Learners/Multilingual Learners,]() which illuminates the rights and protections of ELs/MLs and multilingual families.

Additionally, the Office of English Language Acquisition (OELA) [Newcomer Toolkit]() was developed to ensure local educational agencies (LEAs) comply with federal law and guidelines. This toolkit is intended to assist districts in meeting the diverse needs of ELs/MLs who are newcomers. These students enter Connecticut's schools from a

variety of different contexts with a range of academic, linguistic, social, emotional, and cultural characteristics that influence their educational experiences. As the Newcomer Toolkit notes, schools are an initial point of entry for newly arrived families as they are welcomed into their new communities, and it is essential that education professionals have the skills and resources they need to promote their success.

Literacy

Every Connecticut student has the right to read at or above grade level independently and proficiently by the end of third grade. The Center for Literacy Research and Reading Success, established in 2021 pursuant to C.G.S. Section 10-14gg and situated within the Connecticut State Department of Education, is responsible for implementing early literacy laws, regulations, and policies. Tasked with leading statewide change to increase the effectiveness of literacy teaching and learning, the Center promotes the development of a comprehensive kindergarten through grade 3 literacy framework that incorporates culturally responsive, evidence-based practices and structures, including high-quality instructional materials and evidence-based professional learning that support the language and literacy needs of Connecticut's EL/ML students. The Center employs multigenerational and culturally responsive approaches to engaging all Connecticut's families and communities in school climate, culture, and learning to support their significant role in student literacy development and well-being.

For the purposes of this framework, culturally responsive refers to educational practices that recognize, respect, and incorporate students' cultural backgrounds, experiences, and perspectives into teaching and learning. It emphasizes the importance of using students' cultural knowledge as a foundation to make learning more relevant and effective. For more information on this topic in the context of Connecticut, please see the Connecticut State Board of Education's Position Statement on Culturally Responsive Education.

Serving as a bridge between research and practice, the Center is committed to ensuring that Connecticut's educators, policy leaders, families, and community members can participate actively and effectively in the shared goal of ensuring that ALL of Connecticut's students can read independently and proficiently by the end of third grade.

Adult Education

Adult education programs support ELs/MLs and their families by offering customized curricula that integrate language learning with other subjects, providing bilingual resources and additional language support services like English as a second language (ESL) classes. They also use technology and culturally responsive teaching practices, engage families through family literacy activities, and offer individualized instruction and support. By focusing on these areas, programs help meet the unique needs of ELs/MLs. Sections 10-67 to 10-73d, inclusive, of the C.G.S. require that adult education services be provided by local school districts, free of charge, to any adult 17 years of age or older who is not enrolled in a public elementary or secondary school program. The mandated instructional programs include ESL, citizenship preparation, adult basic education, and adult secondary school completion.

Multi-Tiered Systems of Support

The Connecticut State Department of Education's "Leveraging MTSS to Enhance Educational Leadership" document emphasizes the importance of Multi-Tiered Systems of Support (MTSS) in addressing the diverse needs of all students, including ELs/MLs. MTSS provides a framework that integrates academic, behavioral, and social-emotional supports, ensuring that ELs/MLs receive equitable access to high-quality instruction and interventions. By implementing culturally responsive practices and evidence-based strategies, schools can effectively support ELs/MLs in their language development and academic achievement.

It is important to note that progress monitoring for MTSS should not only reflect growth, but also inform instructional decisions to ensure that interventions are responsive to individual student needs. For instance, while measuring student growth is a critical component, it is essential for districts to evaluate the effectiveness of the interventions being implemented. This includes analyzing data to determine how and when to continue, adapt, or discontinue specific interventions based on their impact on student performance. This approach aligns with the Connecticut State Board of Education's belief that comprehensive and effective ESL and bilingual education programs are essential for ELs/MLs to acquire both English language proficiency and academic success.

MTSS Tiers:
- Tier 1 (Universal): High-quality instruction for all students using differentiated teaching strategies.
- Tier 2 (Targeted): Small-group interventions focused on the specific and targeted needs of participants.
- Tier 3 (Intensive): Individualized support for students with significant needs that require focused, one-on-one attention.

For ELs/MLs, their language instruction is part of Tier 1 instructional practices. General language support offered through a language instruction program is not considered an intervention. Like all students, they are entitled to Tier 2 and 3 supports if needed and should receive tiered interventions when appropriate. Overall, MTSS ensures ELs/MLs receive equitable, data-driven, and culturally responsive support to promote academic success and social-emotional well-being.

Special Education

Like any student, an EL/ML may be a student who has special education needs. If a student is dually identified as being an EL/ML and has an individualized education program (IEP), the student is entitled to receive a language instruction education program for the EL/ML needs and special education services identified through an IEP. EL/ML services and special education services are on an equal footing and neither trumps the other. In the case of a dually identified student, the language needs should be represented by a TESOL/bilingual teacher or language instruction provider in the planning and placement team (PPT) process.

Pursuant to the Individuals with Disabilities Education Act (IDEA) school districts have an affirmative, and ongoing, duty to locate, identify, and evaluate all children with disabilities residing within their school districts who are in need of special education and related services, in a timely manner.[1] This "child find" obligation applies equally to EL/ML students. Policies that delay initial evaluations of EL/ML students based on their EL/ML status, the amount of EL services they are receiving, or their responses to intervention are impermissible under the IDEA.[2]

When conducting initial evaluations and evaluations in accordance with IDEA requirements, school districts must ensure that the assessments and other evaluation materials used to assess the child: (1) Are selected and administered so as not to be discriminatory on a racial or cultural basis; and (2) Are provided and administered in the child's native language[3] or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer.[4]

These requirements aim to ensure that EL/ML students are determined eligible for special education and related services based on their disabilities, and not because of their limited English language proficiency.

If an EL/ML student is found eligible for special education and related services, the school district must provide the student with a free appropriate public education (FAPE) under the IDEA, while also fulfilling its language assistance obligations under other applicable federal laws [NJ1].

If an EL/ML student is a child with a disability under the IDEA, the PPT is responsible for developing an IEP, which delineates the special education and related services necessary to provide FAPE for the student. When developing the IEP, the PPT is required to consider the language needs of a child with limited English proficiency as those needs relate to the student's IEP.[5]

For more information, please see: CT IEP Manual.

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1. 34 CFR § 300.111

2. https://www.ed.gov/sites/ed/files/about/offices/list/ocr/letters/colleague-el-201501.pdf

3. The term "native language," means the following:

    a. The language normally used by that individual, or, in the case of a child, the language normally used by the parents of the child, except as provided in paragraph (a)(2) of this section.

    b. In all direct contact with a child (including evaluation of the child), the language normally used by the child in the home or learning environment. 34 CFR § 300.29 (a).

4. 34 CFR § 300.304(c)

5. 34 CFR § 300.324(a)(2)(ii)

Social-Emotional Learning

Connecticut is committed to enhancing social-emotional learning (SEL) for all students, including ELs/MLs, through tools like the Devereux Student Strengths Assessment (DESSA). This universal screener provides valuable data to support and tailor SEL instruction based on individual student needs. The state emphasizes the integration of seven key social, emotional, and intellectual habits across all grade levels, from kindergarten through 12th grade, ensuring that ELs/MLs receive the necessary support to develop these crucial skills. By incorporating these habits and focusing on tailored SEL strategies, Connecticut aims to create a supportive environment that fosters ELs/MLs' emotional and academic growth.

School Climate

Connecticut has extensive legislation addressing school climate and anti-bullying that supports implementation in schools and districts. PA 23-167 and PA 24-45 update existing legislation and provide the structures of a school climate committee, school climate coordinator, and school climate specialist, who can all align and support this effort. Additionally, the CSDE supports the use of play-based learning to promote the prosocial skills of students. This type of learning environment encourages multiple means of expression and language, which allows students to grow their cooperation, problem-solving, and critical thinking skills. Parameters for play-based learning in kindergarten and preschool are further outlined in PA 12-159, Sec 4.

Federal Legislation and Related Case Law

The following list of legislation and case law identifies several court decisions that have been impactful to the field and have shaped our understanding of supports for ELs/MLs. While these reflect key decisions, this is not an exhaustive list.

Mendez v. Westminster, 1947
The Mendez v. Westminster case (1947) challenged the segregation of Mexican-American students in California public schools. The school districts argued that these children needed to be separated because many of them spoke Spanish and didn't understand English well. However, the court rejected this reasoning, finding that segregation based on language or national origin was discriminatory and unnecessary. The court ruled that the segregation was unconstitutional, marking a significant legal victory against racial segregation in education. This case helped pave the way for Brown v. Board of Education and the broader civil rights movement.

Civil Rights Act of 1964, Title VI
"No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

May 25, 1970, Memorandum (Department of Health, Education, and Welfare)
"Where the inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students."

Equal Educational Opportunities Act, 1974
"No state shall deny educational opportunity to an individual on account of his or her race, color, sex, or national origin, by... the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs."

Lau v. Nichols, 1974 (U.S. Supreme Court)
"[T]here is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education." The decision also stated that there must be a policy in place to educate limited English proficient (LEP) students. This policy/plan is referred to as a "Lau plan."

Castañeda v. Pickard, 1981 (5th Circuit Court)
The court's decision states that the burden of proof is upon the district that the instructional program designed for an LEP student has clearly developed English language skills of comprehension, speaking, reading, and writing necessary for learning and achieving in English-only instruction at a level substantially equivalent to pupils whose primary language is English.

Plyler v. Doe, 1982 (U.S. Supreme Court)

In 1982, the Supreme Court ruled in Plyler v. Doe that public schools were prohibited from denying immigrant students access to a free public education. The court stated that undocumented children have the same right to a free public education as U.S. citizens and permanent residents. Undocumented immigrant students are obligated, as are all other students, to attend school until they reach the age mandated by state law. Public schools and school personnel are prohibited under Plyler v. Doe from adopting policies or taking actions that would deny students access to education based on their immigration status (Willshire Carrera, 1992).

The Four Principles

The Framework is structured around four principles, which reflect priorities identified by interest holders in Connecticut and that research shows are vital components for educating ELs/MLs.

Principles and Key Statements

1. Skilled Educators

All EL/MLs have equitable access to high-quality, well-prepared educators who establish high expectations for learners and are equipped with the knowledge needed to support the linguistic needs of students.

2. Evidence-Based Practices

All ELs/MLs thrive in schools where educators have the necessary support and resources to implement evidence-based strategies guided by research, data, and empirical evidence to enhance student learning.

3. Family & Community Engagement

All educators create and nurture welcoming school climates that celebrate the assets of ELs/MLs and empower families and communities to be active participants in the school community.

4. Reflection & Continuous Improvement

All educators contribute to a culture of ongoing reflection and data-driven continuous improvement that promotes a robust and dynamic learning community and holds all educators accountable for positive outcomes for all EL/ML students.
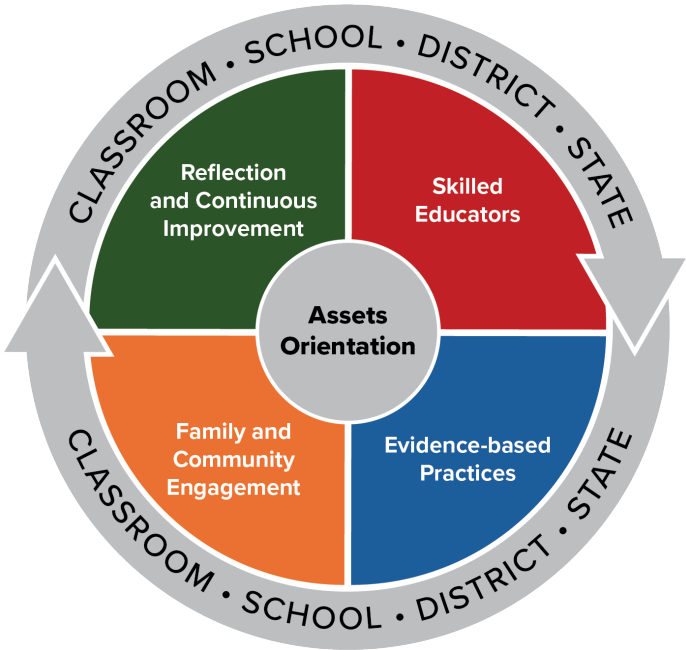
The Key Roles

The Framework was also structured to define and promote actions for specific key roles within the educational ecosystem that supports Connecticut ELs/MLs. Throughout this document, many of the most essential actions are described for each key role within the principles and indicators.

Roles and Descriptions
Classroom Educators The classroom educator role includes people working directly with students. People with this role may have their own class or support students across classes (e.g., EL/ML experts, content area teacher, grade level teacher, special education teacher, paraprofessional, tutor, social worker, psychologist, reading teacher, subject area coach).
School Leaders The school leader role includes positions that provide leadership at the school level. These include principals, assistant principals, deans of students, department heads, athletic directors, and others who provide school leadership.
District Leaders The district leader role includes superintendents, assistant superintendents, directors, and other senior level administrators.
State Leadership The state leadership role includes staff at the state educational agency who provide guidance, support, and technical assistance to school district personnel. People in this role may work in a range of different positions (e.g., commissioner, deputy commissioner, chief, education consultant).

Principles At-a-Glance

Principle 1 At-a-Glance: Skilled Educators

All ELs/MLs have equitable access to high-quality, well-prepared educators who establish high expectations for learners and are equipped with the knowledge and practices needed to support the linguistic needs of students.

Goal: Across their roles, education professionals receive continuous professional learning on evidence-based practices that enhance the learning experiences of ELs/MLs.

Classroom Educators
Classroom educators seek knowledge and opportunities to understand the language acquisition process, implement best practices, collaborate, engage with EL/ML experts, and apply new learning from professional learning opportunities.

School Leaders
School leaders provide and participate in high-quality and relevant professional learning for all staff, allowing them to collaborate, build capacity, and increase favorable outcomes for ELs/MLs.

District Leaders
District leaders cultivate educational environments in which all staff engage in ongoing professional learning to meet the social–emotional, academic, and linguistic needs of ELs/MLs.

State Leadership
State educational agency staff is attentive to the needs of interest holders and provides guidance and professional learning opportunities on culturally responsive and evidence-based practices that support ELs/MLs.

Principle 2 At-a-Glance: Evidence-Based Practices

All ELs/MLs thrive in schools where educators have the support and resources necessary to implement evidence-based strategies that are guided by research, data, and empirical evidence to enhance student learning.

Goal: Across their roles, all education professionals utilize or advance evidence-based practices to increase and sustain positive academic outcomes for ELs/MLs.

Classroom Educators
Classroom educators collaboratively plan for and engage all ELs/MLs in student-centered, differentiated, linguistically scaffolded, and culturally responsive instruction that aligns with CELP and content standards.

School Leaders
School leaders ensure welcoming school and classroom environments that utilize high-quality, evidence-based instructional resources, curricula, program models, and practices designed with specific considerations for ELs/MLs and support academic language development.

District Leaders
District leaders create conditions, develop programs, and select curricular resources that promote the academic and language development of ELs/MLs ensuring school systems have sufficient staffing and resources to implement proven practices.

State Leadership
State educational agency staff advance rigorous, engaging, and culturally relevant instruction that considers the unique needs of ELs/MLs through clear and comprehensive guidance, policy recommendations, and professional learning for educators.

Principle 3 At-a-Glance: Family and Community Engagement

All educators create and nurture welcoming school climates that celebrate the assets of ELs/MLs and empower families and communities to be active participants in the school community.

Goal: Across their roles, education professionals encourage and support families' school participation and involvement through communication tools and resources in their representative languages that foster partnerships for ELs/MLs success.

Classroom Educators
Classroom educators actively involve multilingual families in their children's education by fostering a collaborative learning environment.

School Leaders
School leaders recognize and value all families in their school community and demonstrate this by infusing culturally and linguistically sustaining practices across the school's functions.

District Leaders
District leaders foster a welcoming community that values all families—including those from culturally and linguistically diverse backgrounds—and actively promotes their engagement through strong home–school partnerships

State Leadership
State educational agency staff provide districts with guidance on evidence-based practices to support and maximize family-school partnerships with culturally and linguistically diverse families.

Principle 4 At-a-Glance: Reflection and Continuous Improvement

All educators contribute to a culture of ongoing reflection and data-driven continuous improvement that promotes a robust and dynamic learning community and holds all educators accountable for positive outcomes for all ELs/MLs.

Goal: Develop a team of expert practitioners and researchers to guide the development, improvement, and accountability of EL/ML program models and practices, and use evidence to evaluate their effectiveness.

Classroom Educators
Classroom educators collect, examine, and interpret student data at the classroom and grade level.

School Leaders
School leaders facilitate opportunities for all staff to engage in professional learning on student, grade- and school-level data interpretation and analysis through data cycle reviews, professional learning community (PLC) meetings, and school leadership.

District Leaders
District leaders facilitate cohesive systems of support and data sharing among EL/ML experts, special education experts, grade-level and content-area teachers.

State Leadership
State educational agencies provide guidance and recommendations about staffing levels and program models to evaluate their systems, program choices, and staff.

Principles in Action

Principle 1 in Action: Skilled Educators

All EL/MLs have equitable access to high-quality, well-prepared educators who establish high expectations for learners and are equipped with the knowledge needed to support the linguistic needs of students.

Goal: Across their roles, education professionals receive continuous professional learning on evidence-based practices that enhance the school experiences of ELs/MLs.

Classroom educators (CE) seek knowledge and opportunities for collaboration, implement best practices, engage with EL/ML experts, and apply new learning with opportunities for reflection after professional learning opportunities.

1. CE 1: Maintain high performance expectations across all state content standards, including CELP standards.

1. CE 2: Embrace an asset-based mindset that acknowledges and values the previous learning and experiences of ELs/MLs.

1. CE 3: Attend ongoing professional learning designed to improve the educational experience of ELs/MLs, support family and community engagement, and integrate cultural practices to achieve and maintain an environment that is responsive and supportive of these students.

1. CE 4: Demonstrate an ongoing awareness of the linguistic needs of ELs/MLs at all language proficiency levels and an understanding of the diverse and individualized needs of specific students and student groups (e.g., newcomers, Students with Limited or Interrupted Formal Education [SLIFE] long-term ELs/MLs).

1. CE 5: Plan for and engage all ELs/MLs in student-centered, differentiated, linguistically scaffolded, and culturally responsive instruction that aligns with the CELP and state content standards.

1. CE 6: Demonstrate the core belief that all ELs/MLs can meet or exceed grade-level targets with the appropriate linguistic supports in place.

1. CE 7: Employ high-quality instructional resources that intentionally connect to research-based best practices for language.

School leaders (SL) provide and participate in high-quality and relevant professional learning for all staff, allowing them to collaborate, build capacity, and increase favorable outcomes for ELs/MLs.

1. SL 1: Hire, develop, support, and retain a highly qualified educator workforce prepared to meet the needs of ELs/MLs, including grow-your-own efforts within the school community.

1. SL 2: Develop a schoolwide culture and vision of bilingualism, biliteracy, and multiculturalism through effective, engaged leadership and staff.

1. SL 3: Provide (by presenting and/or hiring skilled trainers) and participate in high-quality and relevant professional learning for all staff to increase capacity for best outcomes for ELs/MLs and provide time for staff to collaborate.

1. SL 4: Ensure that classroom educators engage all ELs/MLs in student-centered, differentiated, linguistically scaffolded, and culturally responsive instruction that aligns with the CELP and content standards, providing feedback to educators through observation, evaluation, and support.

1. SL 5: Create small, personalized learning communities to facilitate monitoring and support for school professionals working with ELs/MLs and distribute resources that enable them to meet the needs of ELs/MLs.

1. SL 6: Ensure all teachers receive high-quality, specialized professional learning, materials, and support in language education pedagogy, building the academic language of ELs/MLs, dual language programs, and bilingual education, if applicable.

1. SL 7: Prioritize intentional staffing, program design, and professional learning opportunities for effective newcomer, SLIFE, bilingual, and other relevant programs.

Principle 1 in Action: Skilled Educators (continued)

District leaders (DL) cultivate professional learning environments in which all staff engage in ongoing training to meet the social–emotional, academic, and linguistic needs of ELs/MLs.

1. DL 1: Demonstrate a commitment and build a districtwide culture and vision that fosters culturally responsive practices and holds all educators and administrators to high expectations for ELs/MLs.

1. DL 2: Prioritize the recruitment and retention of linguistically diverse staff to support ELs/MLs and multilingual families. This includes supporting and seeking alternative pathways for linguistically diverse potential educators as they navigate the teacher certification process.

1. DL 3: Provide, participate in, and monitor ongoing professional learning for all staff to build their individual and collective capacity to meet the social–emotional, academic, and linguistic needs of ELs/MLs.

1. DL 4: Develop observation and evaluation protocols align with high-quality EL/ML instructional tenets to monitor implementation and improve the practice of student-centered, differentiated, linguistically scaffolded, and culturally responsive instruction that aligns with the CELP and content standards.

1. DL 5: Provide adequate funding for necessary resources that enable school leaders and classroom educators to meet the needs of ELs/MLs.

State educational agency (SEA) staff is attentive to the needs of interest holders and provides guidance and professional learning opportunities on culturally responsive and evidence-based practices that support ELs/MLs.

1. SEA 1: Collaborate with institutions of higher education to support the integration of English language development pedagogy in all teacher preparation coursework and provide flexible pathways for educators through programs such as grow-your-own and educator pathway programs.

1. SEA 2: Encourage certified educators, including administrators, to engage in professional learning specific to culturally and linguistically diverse populations and EL/ML strategies.

1. SEA 3: Provide guidance and support regarding differentiating instruction and responsive practices through the lens of cultural and linguistic diversity.

1. SEA 4. Offer ongoing professional learning opportunities and guidance on using the CELP standards across content areas.

1. SEA 5: Provide examples and models of students being held to high expectations and the resulting positive outcomes.

1. SEA 6: Recommend high-quality resources, model curricula and approved early literacy programs that enable district administrators, school leaders, and educators to establish systems to meet the needs of ELs/MLs.

Principle 2 in Action: Evidence-Based Practices

All ELs/MLs thrive in schools where educators have the support and resources necessary to implement evidence-based strategies that are guided by research, data, and empirical evidence to enhance student learning.

Goal: Across their roles, all education professionals utilize and advance evidence-based practices.

Classroom educators (CE) collaboratively plan for and engage all ELs/MLs in student-centered, differentiated, linguistically scaffolded, and culturally responsive instruction that aligns with CELP and content standards.

2. CE 1: Demonstrate high academic expectations for student achievement for all ELs/MLs with the belief that all students can meet or exceed grade-level targets with appropriate linguistic supports in place.

2. CE 2: Use varied sources of data, including language proficiency data, to design and implement instruction that aligns with CELP and content standards and model expectations for learning.

2. CE 3: Employ high-quality instructional resources that intentionally connect to evidence-based practices for language acquisition and academic instruction.

2. CE 4: Integrate explicit, structured opportunities to practice oral and written English in content instruction.

2. CE 5: Use visual instructional tools to anchor instruction and help make content comprehensible.

2. CE 6: Provide daily opportunities for students to work collaboratively in pairs or small groups.

2. CE 7: Prioritize academic vocabulary and provide opportunities for practice during content-area instruction.

2. CE 8: Provide opportunities for extended discussion of text meaning and interpretation.

School leaders (SL) ensure welcoming school and classroom environments that utilize high-quality, evidence-based instructional resources, curricula, program models, and practices designed with specific considerations for ELs/MLs and support academic language development.

2. SL 1: Interact with ELs/MLs and multilingual families using an assets orientation.

2. SL 2: Build a school culture of high academic expectations for achievement that demonstrates the belief that ELs/MLs can meet or exceed grade level targets when provided with the appropriate sheltered instruction, scaffolds, and linguistic supports.

2. SL 3: Ensure that tier one instruction aligns with the CELP standards across content areas.

2. SL 4: Provide professional learning for grade-level and content-area teachers to collect and interpret data that informs the use of accessibility supports and scaffolds into academic instruction.

2. SL 5: Implement systems to ensure that ELs/MLs have access to grade-level core course content and are taught by teachers with training and skills to deliver instructional practices that promote educational success of these students.

2. SL 6: Develop a school schedule with built-in time for small group support in literacy and English language development for ELs/MLs who need additional support.

District leaders (DL) create conditions, develop programs, and select curricular resources that promote the academic and language development of ELs/MLs ensuring school systems have sufficient staffing and resources to implement proven practices.

2. DL 1: Demonstrate a district commitment to the success of ELs/MLs by welcoming multilingual families to the district and choosing culturally relevant and asset-oriented materials with embedded academic language supports.

2. DL 2: Create a district culture of high expectations for all students and remove barriers to advanced coursework for ELs/MLs to prepare them for success in college and career.

2. DL 3: Invest in supplemental resources that enhance student access to core reading and math materials and ensure districtwide instructional materials include built-in supports for ELs/MLs.

Principle 2 in Action: Evidence-Based Practices (continued)

2. DL 4: Explore the feasibility of implementing ongoing additive bilingual programs for ELs/MLs, particularly programs that lead to ELs/MLs earning the Seal of Biliteracy.

2. DL 5: Ensure that the district's schools offer a cohesive system of differentiated programs, class offerings, and courses of study to meet students where they are and to build the academic and language skills that individual students need (e.g., newcomers, SLIFE, long-term ELs/MLs, late arrivals).

2. DL 6: Engage school leaders in data discussions and develop goal setting based on the thorough analysis and disaggregation of formative and summative assessment results.

2. DL 7: Develop flexible pathways that enable students to develop language proficiency and meet academic expectations at all levels as they progress toward earning graduation requirements.

State educational agency (SEA) staff advance rigorous, engaging, and culturally relevant instruction that considers the unique needs of ELs/MLs through clear and comprehensive guidance, policy recommendations, and professional learning for educators.

2. SEA 1: Commit to ensuring that schools are safe, welcoming, and promote an environment that is condusive to learning.

2. SEA 2: Build systems that enable two-way communication and collaboration between the CSDE and districts, boards of education, community organizations, and families.

2. SEA 3: Collaborate with local and regional boards of education to develop career pathways that intentionally recognize, value, and build upon the cultural and linguistic assets of learners, empowering them to explore a broad spectrum of career opportunities.

2. SEA 4: Assist districts in using their disaggregated data to identify strengths and areas for improvement in serving ELs/MLs and provide evidence-based, targeted supports.

2. SEA 5: Collaborate with districts through monitoring and support on using funds for proven, evidence-based expenditures that benefit all students.

2. SEA 6: Offer professional learning and ongoing support to districts, ensuring ELs/MLs have greater access to tier-one, grade-level core instruction and language development programs.

2. SEA 7: Provide ongoing opportunities for all educators and leaders to receive professional learning on the CELP standards, scaffolding instruction, and effective strategies for ELs/MLs.

Principle 3 in Action: Family and Community Engagement

All educators create and nurture welcoming school climates that celebrate the assets of ELs/MLs and empower families and communities to be active participants in the school community.

Goal: Across their roles, education professionals encourage and support families' school participation and involvement through communication tools and resources in their representative languages that foster partnerships for ELs/MLs success.

Classroom educators (CE) actively involve multilingual families in their children's education by fostering a collaborative learning environment.

3. CE 1: Create a welcoming classroom atmosphere by establishing routines, such as regular parent-teacher check-ins, class newsletters, and family involvement in classroom activities, that help educators and families connect, build trust, and collaborate.

3. CE 2: Regularly engage in two-way communication with multilingual families, using methods that effectively respond to cultural and linguistic needs (e.g., providing interpreter services for conferences and phone calls, using two-way translation apps, offering read aloud options in families' native languages, and prioritizing verbal communication).

3. CE 3: Consider cultural and educational viewpoints that are reflected among the students when engaging families in curricular and extracurricular activities.

3. CE 4: Integrate bilingual books into your classroom library for family literacy at home; promote, invite, and involve family participation in classroom volunteer opportunities; provide family surveys in needed languages; and act on family input.

3. CE 5: Recognize the diversity among multilingual families pertaining to their knowledge and exposure to technology tools. Given that devices, tools and individual exposure may vary widely, some families may benefit from support or alternative methods for communication.

3. CE 6: Participate in established collaborative partnerships with community organizations to support the needs of ELs/MLs.

School leaders (SL) recognize and value all families in their school community and demonstrate this by infusing culturally and linguistically sustaining practices across the school's functions.

3. SL 1: Regularly communicate information about programming, services, school events, opportunities, and announcements (e.g., ensure families are provided with the [Parent Bill](#) [of Rights for ELs/MLs](#) and it is posted on district website, translate all documents sent to families, provide interpreter services for conferences and phone calls, and use two-way translation apps).

3. SL 2: Ensure that the family engagement goals in schoolwide improvement plans meet the needs of culturally and linguistically diverse families (e.g. language supports, work schedules, access to transportation).

3. SL 3: Support culturally and linguistically diverse family–school partnerships within school structures and activities (e.g., promote family participation in school volunteer opportunities, include in advisory councils, make family surveys available in languages needed, and act on family input).

3. SL 4: Assure that culturally and linguistically diverse families are included when seeking feedback and participation on topics related to the school.

3. SL 5: Offer opportunities for families to learn about technology tools and school resources (e.g., through parent workshops and by leveraging staff who can serve as liaisons between school and family).

3. SL 6: Engage families in schoolwide activities in ways that affirm diverse cultural and educational perspectives that are reflected among the school population.

3. SL 7: Build and leverage collaborative partnerships with community organizations to support the needs of ELs/MLs and recognize families as assets and funds of knowledge.

Principle 3 in Action: Family and Community Engagement (continued)

District leaders foster a welcoming community that values all families—including those from culturally and linguistically diverse backgrounds—and actively promotes their engagement through strong home–school partnerships.

3. DL 1: Ensure schools know language access is a civil right, and that parents and guardians are entitled to receive information in a language they understand.

3. DL 2: Regularly communicate information about programming, services, district events, opportunities, and announcements in ways that are accessible to families with linguistic needs (e.g., translate critical documents sent to families, provide interpreter).

3. DL 3: Provide support and allocate funds to schools for interpretation and translation services.

3. DL 4: Ensure that the family engagement goals in the district improvement plan include representation and input from multilingual families (e.g., surveys, advisory councils).

3. DL 5: Develop community outreach to build collaborative partnerships that address the needs of multilingual families including support on how to navigate the school system.

3. DL 6: Develop a district philosophy that values the diverse cultural and educational perspectives represented in the community and communicate requirements with school staff regarding the posting and sharing of the Parent Bill of Rights for ELs/MLs.

State educational agency (SEA) staff provide districts with guidance on evidence-based practices to support and maximize family-school partnerships with culturally and linguistically diverse families.

3. SEA 1: Demonstrate a commitment to language access by providing state documents and communications relevant to families in multiple languages.

3. SEA 2: Contribute to or house a public repository of additional resources in multiple languages (e.g., special education paperwork, common core and other standards, state assessment information).

3. SEA 3: Provide districts with guidance on evidence-based practices to support and maximize family-school partnerships with culturally and linguistically diverse families.

3. SEA 4: Assure access for all families, including those from culturally and linguistically diverse backgrounds, to be meaningfully represented and actively included in initiatives and projects.

3. SEA 5: Provide a range of information and resources that can be accessed by multilingual families and districts that address common questions, needs, and language access concerns (e.g., Parent Bill of Rights for ELs/MLs).

3. SEA 6: Offer professional learning and guidance to support districts with establishing and leveraging collaborative partnerships with community organizations to support ELs/MLs and their families.

Principle 4 in Action: Reflection and Continuous Improvement

All educators contribute to a culture of ongoing reflection and data-driven continuous improvement that promotes a robust and dynamic learning community and holds all educators accountable for positive outcomes for all ELs/MLs.

Goal: Develop a team of expert practitioners and researchers to guide the development, improvement, and accountability of EL/ML program models and practices, and use evidence to evaluate their effectiveness.

Classroom educators (CE) collaboratively collect, examine, and interpret student data at the classroom and grade level.

4. CE 1: Communicate and collaborate with other teachers, specialists, and administrators regularly to provide evidence-based, effective instruction for ELs/MLs.

4. CE 2: Collect and review formal and informal student and family input, taking appropriate actions in response (may include completing an annual EL/ML report of progress on English language proficiency).

4. CE 3: Work with EL/ML experts to better understand how to use language proficiency data to inform instructional strategies and lesson design, modifying and adjusting as needed.

4. CE 4: Collaborate with other school personnel on data and instruction to address the specific needs of ELs/MLs (e.g., school psychologists, general education teachers, social workers, special educators, interventionists, and EL/ML experts).

4. CE 5: Use a variety of formative assessments (including bilingual measures when applicable) and utilize the results to progress monitor and evaluate students' instructional and language needs.

4. CE 6: Advocate for one's own professional learning and capacity building on using data to guide improvement for ELs/MLs and engage in opportunities provided.

School leaders (SL) facilitate opportunities for all staff to engage in professional learning on student, grade- and school-level data interpretation and analysis through data cycle reviews, PLC meetings, and school leadership teams.

4. SL 1: Ensure that all staff (e.g., school psychologists, social workers, special educators, interventionists, and EL/ML experts) have regular, collaborative planning time to review student data, analyze student work, and design instruction that includes appropriate scaffolds.

4. SL 2: Take actions in response to data gathered from ELs/MLs, families, and staff using varied tools and structures (e.g., schoolwide surveys, staff meetings, parent meetings or organizations, community advisories, and student councils).

4. SL 3: Use data and feedback gathered from ELs/MLs, multilingual families, and school staff to inform decision-making and improve school practices.

4. SL 4: Use evidence-based practices to design and implement EL/ML program models and staffing at the school level and monitor the effectiveness of implementation on an ongoing basis.

4. SL 5: Foster a community that encourages continuous improvement through ongoing professional learning, coaching, training on data analysis, and mentoring to better address the needs of ELs/MLs.

4. SL 6: Promote the use and analysis of data from multiple sources, including bilingual evaluations, English language proficiency assessments, and interim and formative measures, and take actions based on findings.

4. SL 7: Build systems at the school level that support collaboration and data sharing between content area and grade-level educators, EL/ML experts, special educators, and other school personnel (may include the development and completion of an EL/ML report that is completed at least annually to note student progress on English language proficiency).

Principle 4 in Action: Reflection and Continuous Improvement (continued)

District leaders (DL) facilitate cohesive systems of support and data sharing among EL/ML experts, special education experts, and grade-level and content-area teachers.

4. DL 1: Clearly communicate that collaborative planning time is a districtwide priority for all educators (e.g., general educators, special educators, EL/ML experts) and provide districtwide opportunities for shared learning.

4. DL 2: Establish district data teams that include EL/ML staff to monitor, disaggregate, and track longitudinal achievement data of student groups and comparative analyses with true peers through multiple measures including the CSDE Growth Model and the LAS Links growth trajectory tool (e.g., current ELs/MLs, ever-ELs/MLs, long-term ELs/MLs, SLIFE, late arrivals, newcomers).

4. DL 3: Collect and examine family input shared through surveys, meetings, and other structures, and guide schools in their approaches to engaging and supporting multilingual families.

4. DL 4: Use research and data to inform programmatic decisions and to analyze the differential effectiveness of EL/ML program models (e.g., transitional bilingual, dual language, English for Speakers of Other Languages (ESOL), sheltered instruction).

4. DL 5: Cultivate a districtwide culture of continuous improvement by building systems that attend to the needs of ELs/MLs through ongoing professional learning, coaching, and mentoring.

4. DL 6: Facilitate cohesive systems of support and data sharing among EL/ML experts, special education experts, and grade-level and content-area teachers.

4. DL 7: Ensure district adherence to state policies, guidelines, and data-tracking systems to monitor student progress toward English language proficiency.

4. DL 8: Research and utilize evidence-based monolingual and bilingual diagnostic, formative, and interim assessments intended to measure both the language and content knowledge of ELs/MLs.

State educational agencies (SEA) provide guidance and recommendations about staffing levels and program models to evaluate their systems, program choices, and staff.

4. SEA 1: Prioritize, promote, and support sustained intraagency collaborations to advance coordinated continuous improvement initiatives that benefit ELs/MLs and their families.

4. SEA 2: Provide guidance, resources, and direct opportunities for cohesive collaboration among and between school professionals (e.g., school psychologists, general education teachers, social workers, special educators, interventionists and EL/ML experts).

4. SEA 3: Build systems and offer ongoing engagement opportunities that support two-way feedback and collaboration between the SEA and families, district staff, and community members.

4. SEA 4: Use research and data to create systems that support districts in making informed programmatic decisions to assess the effectiveness of EL/ML program models (e.g., transitional bilingual, dual language, ESOL, sheltered instruction).

4. SEA 5: Promote continuous improvement in district programs and systems by planning and offering ongoing professional learning, data analyses, and sharing evidence-based practices for serving ELs/MLs.

4. SEA 6: Collect, analyze, and disseminate statewide data, including disaggregated and longitudinal trends, to help districts interpret EL/ML performance compared to true peers.

4. SEA 7: Engage in ongoing review of existing assessment accommodation policies, equitable resource allocation, and accessibility supports for ELs/MLs and provide guidance to schools and districts.

Glossary

academic language: The oral, written, auditory, and visual language proficiency required to learn effectively in schools and academic programs accessibility supports. It is the language used in classroom lessons, books, tests, and assignments that students are expected to learn and achieve fluency in. Frequently contrasted with "conversational" or "social" language, academic language includes a variety of formal-language skills such as vocabulary, grammar, punctuation, syntax, discipline-specific terminology, or rhetorical conventions that allow students to acquire knowledge and academic skills while also successfully navigating school policies, assignments, expectations, and cultural norms.

accessibility supports: A system of universal tools, designated supports, and accommodations, which not only supports a student based on the continuum of need, but also allows access to grade level content, aligns to the principles of Universal Design for Learning, and sets high expectations for all learners. Universal tools are available to all students based on student preference and selection. Designated supports are those accessibility features available for use by any student for whom the need has been indicated by an educator team with input from the parent/guardian and student. Accommodations are changes in procedures or materials that increase equitable access during assessment. Unlike universal tools or designated supports, accommodations are available only for students for whom there is documentation of the need in an Individualized Education Program (IEP) or a Section 504 Plan. More information about accessibility supports can be found in the CSDE's [Accessibility Considerations Guidance for Determining Universal Tools, Designated Supports, and Accommodations](#) resource.

accommodations: Adjustments made to instruction and/or assessment to enable access for students with an IEP or a 504 plan. These adjustments do not change what students learn or demonstrate, but they remove barriers so that students can engage with the learning process. [Connecticut State Department of Education Assessment Guidelines](#)

asset-based mindset: An educational approach that values the strengths that each student brings into the classroom. It focuses on the whole student including their culture, homelife, prior experiences, and knowledge.

Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP): Concepts introduced in 1979 by Jim Cummins to distinguish between the different timeframes that ELs/MLs need to learn language for conversational fluency as compared to grade-level academic fluency.[1] He posited that while BICS is typically developed to a functional level at a much faster pace of approximately one to two years, CALP takes approximately five to seven or more years to develop.[2] BICS is often thought of as social language: for instance, talking to peers casually, interacting in social settings, and engaging informally. CALP is more formal, academic language. It is the language that one needs to engage in various content areas and higher order thinking skills necessary for the learning process.[3] [(PDF) Basic Interpersonal Communicative Skills and Cognitive Academic Language Proficiency](#)

bilingualism: The ability to use two languages effectively. According to the U.S. Department of Education's Office of English Language Acquisition (OELA), defining bilingualism can be complex due to variations in proficiency across the four language skills: listening, speaking, reading, and writing. Additionally, individuals may exhibit different levels of proficiency in each language. The National Center for Education Statistics (NCES) notes that people can become bilingual by either acquiring two languages simultaneously in childhood or by learning a second language after establishing their first.[4]

bilingual programs: Educational programs that typically focus on developing students' bilingual skills, cultural understanding, and academic content knowledge simultaneously. These programs use two languages to provide content instruction and vary widely in their length, goal, design, and structure. There are different models of bilingual programs, and their characteristics are described in the CSDE resource [English Learners in Connecticut's Public's Schools: Guidelines for Administrators](#).

biliteracy: The ability to read and write in two languages. According to the resource from the National Clearinghouse for English Language Acquisition (NCELA), biliteracy involves not only proficiency in two languages but also an

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1. Jim Cummins, "BICS and CALP: Empirical and Theoretical Status of the Distinction," in *Encyclopedia of Language and Education,* ed. Byrnes and Kiger (New York: Springer, 2008), 71.

2. Jim Cummins, *Language, Power, and Pedagogy: Bilingual Children in the Crossfire* (Clevedon, UK: Multilingual Matters, 2000), 58.

3. Cummins, Language, Power, and Pedagogy, 62.

4. U.S. Department of Education, Office of English Language Acquisition, *The Changing Linguistic Landscape of the United States* (Washington, DC: OELA, 2018); National Center for Education Statistics, *English Language Learners in Public Schools* (Washington, DC: NCES, 2019).

understanding of the cultural contexts that shape communication in those languages. This skill is increasingly recognized as essential in a globalized world, enhancing cognitive flexibility and fostering cross-cultural communication.[5]

continuous improvement: A process based on the principles that making lasting change takes time and requires collective effort is specific to context and needs ongoing learning, adjustments and the collection of data. Continuous improvement engages interest holders on a specific problem of practice and, through a series of iterative cycles, identify and test change practices, make predictions, collect data about the new practices, and study the potential effect of those practices on key outcomes.

Connecticut Alternate Assessment of English Language Proficiency (CAAELP): An English language proficiency assessment designed for students with the most significant cognitive disabilities in grades K-12 who are dually identified as an EL/ML and receive services under the IDEA. A student is designated for this assessment based on a PPT determination that the student has met eligibility to participate in Connecticut's Alternate Assessment System. This assessment is based on the English Language Proficiency (ELP) Standards for English Learners with Significant Cognitive Disabilities.

Connecticut English Language Proficiency Standards (CELP) standards: These standards describe the language necessary for ELs/MLs to complete grade-appropriate tasks, while continually developing English proficiency.

cultural practices: The customs, behaviors, and beliefs that are passed down through generations within a specific culture or society. They can include a wide range of activities, such as kinship systems, storytelling and oral traditions, food and dining traditions, parenting and family customs, interpersonal tasks, and artistic expressions.

culturally responsive: Educational practices that recognize, respect, and incorporate students' cultural backgrounds, experiences, and perspectives into teaching and learning. It emphasizes the importance of using students' cultural knowledge as a foundation to make learning more relevant and effective[6] For more information on this topic in the context of Connecticut, please see the Connecticut State Board of Education's Position Statement on Culturally Responsive Education.

culturally sustaining pedagogy[7] and linguistically sustaining practices[8] Approaches that build on prior culturally-affirming, asset-based pedagogical theory and research including Culturally Relevant Pedagogy[9] and Culturally Responsive Teaching.[10] These approaches value students' cultural identities and languages, support academic success, and encourage critical thinking about society. They aim to sustain, rather than erase, students' cultural and linguistic practices.

diagnostic assessment: A test that is administered prior to a unit of instruction to a small group of students or one-on-one, as described in the CSDE's Sensible Assessment Practices document. The grain size of the content assessed is small and this type of assessment is suitable for identifying specific strengths and weaknesses of individual students and student groups, making this type of assessment useful for teachers to differentiate instruction.

differentiation: An approach to teaching that emphasizes ways to meet the differing needs of a group of students within the general education setting, such as through the use of flexible small groups, varied instructional materials, or different ways of presenting the same content, as described in the CSDE's SRBI Framework.

dual language programs: Instructional programs in which students from two different language backgrounds learn together and instruction is delivered through both languages. For example, in the U.S., native English speakers might learn Spanish as a foreign language while continuing to develop their English literacy skills, and Spanish speaking ELs/MLs learn English while developing literacy in Spanish. The goals of the program are for both groups to become biliterate, succeed academically, and develop cross-cultural understanding.

dually identified: Students who are identified as ELs/MLs and also have an IEP.

English language proficiency assessment: An assessment that is annually required to test the English language proficiency of all ELs/MLs. The CSDE uses the LAS Links and the Connecticut Alternate Assessment of English Language Proficiency (CAAELP).

English Learner/Multilingual Learner (EL/ML): The Every Student Succeeds Act states that "The term "English learner," when used with respect to an individual, means an individual (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or secondary school; (C)(i) who was not born in the

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5. National Clearinghouse for English Language Acquisition (NCELA), *Biliteracy and Bilingualism* (Washington, DC: NCELA, 2023).
6. Geneva Gay and James A. Banks, *Culturally Responsive Teaching: Theory, Research, and Practice,* 2nd ed. (New York: Teachers College Press, 2010); Gloria Ladson-Billings, The Dreamkeepers: Successful Teachers of African American Children (San Francisco: Jossey-Bass, 1995).
7. Django Paris, *Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice* (Thousand Oaks, CA: Educational Researcher, 2012).
8. Tamara Lucas, *Language Minority Students in American Schools: An Education in English* (New York: Palgrave Macmillan, 2010).
9. Gloria Ladson-Billings, *The Dreamkeepers: Successful Teachers of African American Children* (San Francisco: Jossey-Bass, 1994).
10. Geneva Gay, *Culturally Responsive Teaching: Theory, Research, and Practice* (New York: Teachers College Press, 2000).

United States or whose native language is a language other than English; (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual (i) the ability to meet the challenging State academic standards; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society." The CSDE combined the federal term English learner with multilingual learner and uses it synonymously to refer to the same population of students in a way that is more assets oriented. Using the term EL/ML allows acknowledgment of the skills that they possess or are developing (multilingualism) as opposed to exclusively referring to the skills they lack as a learner of English. In the past this group of students has been referred to in other ways, such as Limited English Proficient (LEP), English Language Learners (ELLs), and English Learners (ELs), and these terms may still be used by some. However, EL/ML is used by Connecticut to move away from deficit-oriented terms used previously.

English Learner/Multilingual Learner (EL/ML) specialists: Teachers and other education professionals who have specialized knowledge and training on supporting language learners. Typically, these educators are certified in the areas of Teaching English to Speakers of Other Languages (TESOL) and/or Bilingual Education and are specifically assigned to support and work with the EL/ML population.

ESL (English as a second language) and ESOL (English for speakers of other languages): Programs that use specific techniques, methods, and curriculum to explicitly teach English learners the language, including academic vocabulary, and develop proficiency in speaking, listening, reading, and writing. ESL and ESOL are commonly used terms for such programs.

ever-ELs/MLs: Students who were ELs/MLs at some point during their public school education.

formative assessment: In its Sensible Assessment Practices document, the CSDE describes formative assessment as "not a single test but a series of effective teaching practices [that are] inseparable from instruction, practices [that] include clarifying the purpose of the learning, providing exemplars so students know what good work looks like, using activities that engage students, eliciting evidence of their learning, providing feedback that help learners to know what they need to do to continue learning, using students as learning resources for one another, and increasing student ownership of their learning, and

strong, high-quality evidence of its positive impact on increasing student achievement."

grow-your-own programs: Teacher programs that recruit and train teachers from within communities to bring racial, ethnic, and cultural diversity and skills such as bilingualism into schools. These programs are often partnerships between schools, districts, community organizations, and teacher preparation programs.

heritage speaker: A person who is raised in a home where a language other than the dominant societal language is spoken, often acquiring the language informally during childhood but typically having varying levels of proficiency in the home language, especially in reading and writing.

high quality instructional materials/resources: Resources that are designed to facilitate effective teaching and learning. These materials come in various forms like textbooks, digital content, curricula, lesson plans, assessments, and other resources that are used by teachers to deliver instruction and support student learning. For more information see the CSDE K-12 Universal Design Principles.

interim assessments: In its Interim Assessments document, the CSDE describes these assessments as "a useful way to check student progress and to gather information about learning that can alter the instruction provided. Interims offer flexibility and can be used for professional development or in class with students in a variety of ways. Interim assessments are free and more importantly, optional. Interim assessments are just one part of a comprehensive assessment system."

LAS Links: As a requirement of the Every Student Succeeds Act (ESSA), states must administer a single statewide English language proficiency assessment to all ELs/MLs. Connecticut meets the ESSA requirement by administering the English language proficiency assessment, the LAS Links, to all students identified as ELs/MLs in grades K-12. The LAS Links is developed by the Data Recognition Corporation (DRC) and is based on the (CELP) Standards.

long term ELs/MLs (LTELs): ELs/MLs who have not demonstrated English Mastery within five school years.

model curricula: A structured plan for educational content aligned to the Connecticut State Board of Education standards and frameworks. It encompasses essential questions, enduring understandings, concepts and skills, demonstrations for learning and differentiated instructional strategies to support all learners. The CSDE has created model curricula across content areas to guide and support educators in implementing high-quality, standards-aligned instruction.

multiculturalism: The concept that a society accepts and supports cultural differences, and that individuals from different cultures can come together to form a society and communities where they feel valued and respected.

native speaker: A person who has acquired a language from early childhood as their first language, typically achieving full fluency and proficiency in all aspects of the language.

newcomer: K-12 students born outside the U.S. who have arrived within the last three years and are still learning English. Some newcomers come voluntarily, such as to reunite with family or for work, while others, like refugees, flee violence or war. U.S. schools play a crucial role in welcoming all newcomers and addressing challenges they face. School and district leaders must ensure a safe and welcoming environment for these students as they acclimate to the school community.

newcomer programs: Programs that offer specialized services and classes to help newcomer students acclimate to U.S. schools, develop foundational skills in content areas; generally, up to one year.

ongoing additive bilingual programs: Additive bilingual programs are designed to help students become bilingual and biliterate by teaching them in both their home language and English. Some examples of additive bilingual programs include dual language immersion, one-way immersion, and Heritage Language.

Parent Bill of Rights for English Learners and Multilingual Learners: Connecticut General Statute Section 10-17o required that the State Board of Education draft a written bill of rights for parents or guardians of students who are ELs/MLs to guarantee that the rights of such parents and students are adequately safeguarded and protected. These rights are explained in the document, which has been translated into many languages and is posted and distributed by school districts annually.

scaffolding: An educational approach that involves providing temporary guidance or assistance provided to a student by a teacher, another adult, or a more capable peer, enabling the student to perform a task he or she otherwise would not be able to do alone, with the goal of fostering the student's capacity to perform the task on his or her own later on. This support is gradually removed as students gain independence and confidence in their abilities.

sheltered instruction: An approach to teaching ELs/MLs that integrates language and content instruction with the objectives of providing access to mainstream, grade-level content and promoting the development of English language proficiency. This method is often used in mainstream secondary classrooms where the students have a foundation of English education. Sheltered instruction does not focus entirely on language development; instead, through various other topics or actual content material in the curriculum, English proficiency is achieved.

SLIFE: An acronym that stands for Students with Limited or Interrupted Formal Education. Often SLIFE have encountered a variety of factors that have impacted their ability to access uninterrupted education such as civil unrest, migration, war, natural disasters, or other factors. SLIFE may have participated in limited or no schooling in education systems that may differ significantly from U.S. schools, often due to a lack of resources and/or trained educators in their home countries. These students may benefit from alternative approaches to academic and linguistic support to meet their unique needs as described in the English Learners in Connecticut's Public Schools — Guidelines for Administrators (p, 19) and Connecticut Students with Limited and/or Interrupted Formal Education (SLIFE): A Resource Handbook.

student centered/student-centered instruction: A teaching method that focuses on the learner's role in the learning process. It differs from traditional teacher-centered approaches, which focus on the instructor as the sole source of knowledge.

summative assessment: In its Sensible Assessment Guides, the CSDE describes summative assessment as being "administered to all students at the end of instruction to check for learning." Summative assessments "can vary in grain-size, e.g., the state summative assessment, teacher made final exams, and several commercially available benchmark assessments sample the entire content domain for a grade, while unit-level summative assessments might cover the content for a much narrower set of standards."

TESOL: Teaching English to Speakers of Other Languages. A certification area in Connecticut for teachers who specialize in teaching English language skills to ELs/MLs.

transitional bilingual: An educational program for ELs/MLs that provides initial instruction in a student's native language while gradually transitioning to English. The program aims to support academic achievement and language proficiency, helping students succeed in both their native language and English over time. For the requirements regarding this type of program, please visit this site on the Connecticut Bilingual Education Programs--Regulations.

translanguaging: The ability to express oneself in order to move comfortably between languages. Teachers can use this method as a pedagogical approach to support instruction and comprehension by utilizing students' abilities to think in multiple languages simultaneously and leverage their home language as a vehicle to learn academic English.

true peers: Students who share similar language proficiency levels, amounts of time in the U.S., and educational and cultural backgrounds. When considering the progress of ELs/MLs, taking into account the performance and pace of language and academic development can help school staff better understand expectations for students with varied skills and backgrounds.

visual instructional tools: Tools that provide students with a visual representation to help them comprehend and process information. Some examples of visual instructional tools include concept maps, graphic organizers, fishbone diagrams, and word walls.

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