

Quality Programs and Instruction Document Review Tool



The Quality Programs and Instruction Documents Review Tool lists documents that should be available in the school that demonstrate the level of implementation of critical Multilingual Learner/English Language Learner (MLL/ELL) service practices.

Quality Programs and Instruction: Document Review Tool

Introduction

The **Quality Programs and Instruction - Documents Review Tool** lists documents that should be available in the school that demonstrate the level of implementation of critical MLL/ELL service practices. Under the **Objectives** column the practices are described with aligned forms and documents that the school must develop and/or administer. These documents should be gathered and organized for ease of use by educators. In the **Documentation Found** column, the reviewer will indicate whether documentation was found or if it was not available. The **Supporting Evidence/Observational Notes** column should be used to comment on the completeness or the quality of the practice. In each box of the **Supporting Evidence/Observational Notes** column the Tenet and Pillars are identified using T. _ for the Tenet and P. _ for the Pillar.

Review the Quality Programs and Instruction - Documents Review Tool and gather school and/or district documents that will be used to evaluate the practices at the school. Visit the [Office of Bilingual Education and World Languages](#) site for more information on required processes, documents and forms. The school should have available for review all documents used in the identification, assessment and planning for MLL/ELL services. Documentation related to the staffing of programs for MLLs/ELLs and supports provided to staff including internal as well as external professional learning opportunities should be reviewed. A representative sample of IEPs for MLL/ELL students should be reviewed. Agendas as well as processes and resources used to communicate with and engage with families of MLL/ELLs should be gathered and reviewed.

In addition, gather documents related to the school's vision, language development approach and instructional program definition.

Also gather representative assessment tool, guidance documents and sample lessons as well as MLL/ELL student work.

Use the evidence and findings from the Quality Programs and Instruction - Documents Review Tool to inform scoring on the MLL/ELL Program Quality Review Continuum in alignment with the Blueprint for MLL/ELL Success and CR Part 154-2.

Quality Programs and Instruction – Effective Practices and Document Review Tool

District:	School:	Date:
Name of Reviewers:		

<i>Objectives</i>	<i>Documentation Found</i>		<i>Supporting Evidence/Observational Notes</i>
	Yes	No	
The MLL’s/ELL’s cumulative folder (or online records) contains all required Identification information: Home Language Questionnaire (HLQ), student works samples, individual interview results, and pertinent assessment data, i.e. NYSITELL and NYSESLAT scores. [§CR Part 154-2.2(a)(2) and §CR Part 154-2.3(c)]	<input type="checkbox"/>	<input type="checkbox"/>	
The Home Language Questionnaire (HLQ) is administered and reviewed by an appropriately certified and trained pedagogue for all newly enrolling or students re-entering after 2+ years outside of NYS schools.	<input type="checkbox"/>	<input type="checkbox"/>	
Potential students with Interrupted/Inconsistent Education (SIFE) are evaluated by using the SIFE Oral Interview Questionnaire, the Multilingual Literacy SIFE Screener (MLS) and the Writing Screener.	<input type="checkbox"/>	<input type="checkbox"/>	
Schools implement an effective plan for initial and ongoing assessment for SIFE as part of assessment for learning (e.g., collecting student work samples and their portfolios).	<input type="checkbox"/>	<input type="checkbox"/>	

Objectives	Documentation Found		Supporting Evidence/Observational Notes
All identified MLLs/ELLs (except for differently abled MLLs/ELLs) are appropriately placed in a Bilingual Education (BE) or an English as a New Language (ENL) Program within the required 10-school day mandated timeline.	<input type="checkbox"/>	<input type="checkbox"/>	
All identified differently abled MLLs/ELLs are appropriately placed in a BE Program or an ENL Program within the required 20-school day mandated timeline.)	<input type="checkbox"/>	<input type="checkbox"/>	
All differently-abled students with an IEP who are potential MLLs/ELLs and who enter a school for the first time (or re-enter a NYS school after an absence of two years) are reviewed by a Language Proficiency Team (LPT) to make a determination of whether a differently-abled student shall take the NYSITELL. [§CR Part 154-3.3]	<input type="checkbox"/>	<input type="checkbox"/>	
Eligibility and Placement Notification letters are sent to parents/guardians within 10 days of MLL/ELL identification in the parents'/guardian's preferred language and form of communication.	<input type="checkbox"/>	<input type="checkbox"/>	
Parents/guardians regularly receive school related information, including notices and materials in their preferred language and form of communication in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	
The school maintains in the student's cumulative record information regarding the parent's/guardian's preferred language and mode of communication, as indicated on the Home Language Questionnaire.	<input type="checkbox"/>	<input type="checkbox"/>	
Schedules of MLLs/ELLs, including those who are differently abled, are structured to ensure that all instructional requirements in CR Part 154-2 are met.	<input type="checkbox"/>	<input type="checkbox"/>	

Objectives	Documentation Found		Supporting Evidence/Observational Notes
School administrators regularly reach out to include parents/guardians of MLLs/ELLs to encourage their discussions related to school policies, procedures, and practices to meet the educational and support needs of MLLs/ELLs. Meetings are scheduled at convenient times to facilitate their attendance, and translators and/or interpreters are provided to enable meaningful communication.	<input type="checkbox"/>	<input type="checkbox"/>	
School administrators regularly reach out to representative community organizations to encourage their participation on school decision-making teams to school policies, procedures, and practices to meet the educational and support needs of MLLs/ELLs.	<input type="checkbox"/>	<input type="checkbox"/>	
All teachers providing instruction in BE Programs are appropriately certified in their teaching area and possess a Supplemental BE Extension .	<input type="checkbox"/>	<input type="checkbox"/>	
All teachers providing instruction in ENL Programs are appropriately certified as ESOL teachers, and/or are dually certified to provide Integrated ENL instruction.	<input type="checkbox"/>	<input type="checkbox"/>	
The school has an annual Professional Development Plan that ensures that professional development sessions are provided by CTLE sponsors.	<input type="checkbox"/>	<input type="checkbox"/>	