

SEVEN DIMENSIONS OF AN LEA'S NEEDS ASSESSMENT: THE PROMOTING EXCELLENCE APPRAISAL SYSTEM

The Promoting Excellence Appraisal System (PEAS) was developed by the George Washington University Center for Equity and Excellence in Education to support higher achievement among ELs. The system comprises seven dimensions and corresponding standards of practice: leadership, personnel, professional development, instructional program design, instructional implementation, assessment and accountability, and parent and community outreach. The following tool is excerpted from one dimension—instructional program design. In this tool, the term “ELL” (English Language Learner) is used to refer to “EL” (English Learner).

Instructional Program Design

| Construct | Code | Standard Name | Definition |
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| Effective Design | DE1 | Research-based | The district’s ELL program design is consistent with current theory and research about effective instructional programs for ELLs. |
| | DE2 | Aligned with vision | The district’s ELL program design is aligned with the district’s overall vision, mission, and goals for ELLs. |
| | DE3 | Aligned with needs | The district’s ELL program design addresses the needs of the diverse populations of ELLs in the district (students at different English language proficiency levels, ages, linguistic, and cultural backgrounds, time in the U.S., and levels of prior schooling). |
| Access to Grade-Level Content | DA1 | Rigor | The district’s ELL program design is academically rigorous (not remedial), and promotes the knowledge and higher-level thinking skills to prepare students for college and satisfying careers. |
| | DA2 | Access to grade-level instruction | The district’s ELL program(s) are designed to ensure ELLs have equitable access to grade-level instruction in the academic content areas. |
| | DA2a | Instructional time | ELLs are provided adequate instructional time to learn the intended curriculum. |
| | DA3 | Additional support | The district provides additional grade-level academic support for ELLs, including translators, tutors, and bilingual instructional aides. |
| | DA4 | High quality resources | The district provides sufficient and equitable access to high quality instructional materials, educational technology, libraries, laboratories and other relevant resources that support ELLs’ English language development and grade-level, academic content learning in English and the native language. |
| DA5 | L1 instructional resources | High quality native language instructional materials and resources are available at each grade level and subject area to support literacy and academic content learning. | |

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| | DA6 | Multicultural resources | Instructional materials and resources that reflect and value a wide diversity of cultural backgrounds and histories are integrated throughout the general education curriculum for all students. |
| | DA7 | Vertical coherence | The district ensures sustained, consistent, and coherent instructional support from grade to grade until ELLs have reached parity with English speaking students on measures of academic achievement in the core content areas. |
| | DA8 | Struggling students | The ELL plan includes a timely means for identifying struggling students who need additional support, including both active ELLs and those who are not currently receiving ELL services. |