Welcome!

As you get seated, please introduce yourself to at least two people from other school systems and answer the following questions in your introduction:

1. Name
2. School system
3. Your role
4. How has the population of English learners that you serve changed in the past few years?
5. What challenges has that change presented and how are you responding?

Louisiana Believes

EL Supervisors *Community of Practice* Leadership Series
Focus 2:
Planning for High Quality Instruction and Supports
Cohort 1
December 2, 2019

DEPARTMENT of EDUCATION

Norms

- Be present

- High engagement

- Balance participation

- Parking lot

Agenda

- Review "Bridge to Practice Activities" Homework

- Introduction to Focus Area 2

- An Overview of EL Program Models

- EL Program Models in Louisiana

- Instructing ELs

- Supporting ELs in the classroom and on assessments

- Making the Connection

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Bridge-to-Practice Activities
(i.e., homework)

- **Review your current screening practices,** including:
  - home language survey
  - when/if family interviews are used
  - ELPS administration
  - how ELPS results are used
- **Conduct an audit** of the EL Support Plans and/or EL Accommodation Checklists in your school system (i.e., review a representative sample that is large enough to draw some conclusions);
- **Connect with others in your school system** who are attending the Intervention Content Leader series. Engage in a conversation about their key takeaways, especially those that might be relevant for English Learners;
- **Reflect on innovative instructional models** and come prepared to talk through implications for your school system

Homework Discussion

In groups discuss your findings using the following guiding questions-

1. What did you learn about this process at your school/school system?

2. What changes would you like to see made?

3. What kind of HLS is your school system using and is every student receiving it?

4. What EL program(s) are in use at your school/school system?

5. How is your school/school system using their EL data to make   instructional/program decisions?

6. What (if any) ISP are you using in your school system?

Share your key takeaways from this activity.

Ice Breaker BINGO

The goal of the game is to be the first one to get BINGO by meeting others for whom the statements on your BINGO card are true.

- After everyone receives a card and the timer starts, begin asking others what statement is true

- Each BINGO square must be signed by a different person (the same person can't sign off on more than square of your card);

- BINGO is earned when all squares in a column, a row or diagonally have been signed by people for whom the statements are true;

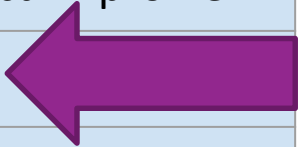- Let us know when you get BINGO, then keep playing until the timer stops (extra points if you get a 'blackout'!).

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EL Community of Practice: Focus Areas

Focus Area 1:	Using screening and assessment data to build a district EL profile
Focus Area 2:	Planning for high quality instruction and supports
Focus Area 3:	Engaging families effectively
Focus Area 4:	Monitoring and evaluating the effectiveness of EL programming

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High-Level Goals for *Community of Practice* Leadership Series

At a high level, we want to engage English Learner Supervisors in conversations that have been happening across the state to build a more coherent strategy and identify key levers to improve outcomes for English Learners. Ideally, by May we will:

- build a profile of who our English Learners are and what they need;
- develop a shared understanding of Louisiana's academic strategy and what it means for English Learners;
- develop a shared understanding of innovative approaches to English Learner programming in alignment with academic strategy (and how this can be reflected in SuperApp, budgeting, EL plans, etc);
- identify the key resources that school systems need to ensure ongoing implementation of high quality programming and family engagement.

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In order to reach this goal, **every day**, students in Louisiana should...

build knowledge of the world,

read meaningful texts,

express ideas through writing and speaking, and

solve complex problems.

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What is an EL Program?

Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), public schools must ensure that EL students can participate meaningfully and equally in educational programs.

EL students are entitled to **appropriate language assistance services** to become proficient in English and **to participate equally in the standard instructional program** within a reasonable period of time.

School districts can choose among programs designed for instructing EL students provided the program is educationally sound in theory and effective in practice.

Source: https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf

Reading: A Matter of Design

Read: "A Matter of Design: English Learner Program Models in K-12 Education" by Julie Sugarman (https://www.migrationpolicy.org/research/english-learner-program-models-k-12-education)

Discussion Questions:

1. Which program models have you seen in action?

2. Which program models seem to be the best fit for your school system? Why?

3. According to the article, what model do most educators prefer? Why?

4. How has the introduction of more rigorous EL tests changed program models?

5. What new knowledge did you gain from this article?

Other EL Programs

Transitional Bilingual Education -- ELs academic development is supported temporarily with native-language instructions as students acquire English through ESL.

Maintenance Bilingual Education -- ELs maintain and develop their native language as they acquire English (usually goes through 8th grade or beyond).

ESL/Content Teacher Co-Teaching -- ELs are taught with non-ELs in a cooperative learning/teaching environment

What does a school need to have before these models can be implemented?

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EL Program Models in Louisiana

LDOE advocates for these EL Program Models (or variations thereof)

- Two-Way Immersion/Dual Immersion

- Structured English Immersion Program

- ESL/Newcomers

Activity:

Take a look at the strips of paper in the bag. Match them up to the 3 different program models in your supplemental materials packet.

Some may describe more than one program.

EL Programs in Louisiana: Discussion

1. What are some of the similarities between these programs?

2. What are some of the differences?

3. Why is it important to have a specific program and not just "wing-it"?

4. What factors must you consider when deciding on which EL program to use?

Key Challenges Specific to EL Program Models

EL programs must be selected based on **student characteristics and needs** and these may change from year to year.

Certain programs require very **specifically trained teachers and staff**, but all EL programs require teachers to have the capacity to work with language learners and/or students who struggle.

Louisiana's state policies require that all school systems have an **EL program plan in place**, but we allow there to be flexibility on what that program looks like.

Research shows us that **additive language instruction** is ideal, and not where we only "take way" (subtractive) language.

Some EL programs need a certain amount of **stakeholder buy-in** than others (especially TWI) but they also can offer the most benefits to a larger group of students.

Why an EL Coach?

The EL Coach is the most versatile role, and it provides the most cross-content, multi-tiered, multi-grade support.

Video: https://www.colorincolorado.org/classroom-video/ells-belong-all-us-role-esol-specialists-collaboration

As we watch, jot down 3 things that you learn from this collaborative process.

From the Field

Let's hear from the field about your experiences working with/in these programs.

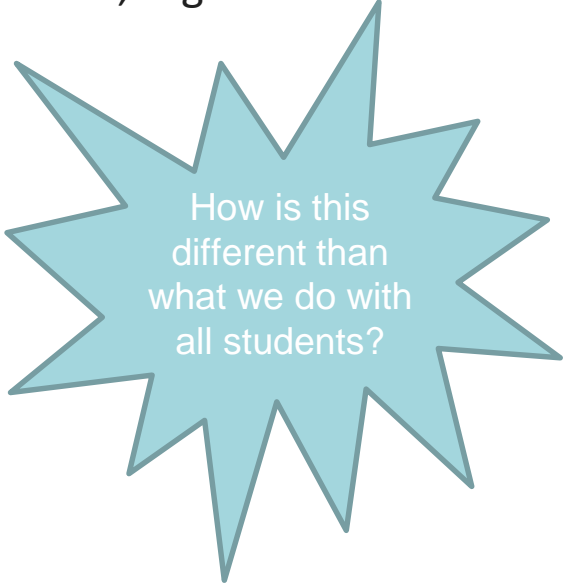TWI

ESL/Newcomers

SEI-EL Coaching Model

Break: 10 minutes

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Instruction

Effective instruction is associated with higher student outcomes, regardless of the educational model used.

How do we know how to instruct ELs?

- Positive teacher-student interactions

- Provide all students with high quality instruction

- Allow for mistakes

- Set high (but reasonable) expectations

- Create language acquisition objectives

How is this different than what we do with all students?

Which Curriculum?

This is the question I get the most-*Which curriculum?* Ideally, if you have supplemental or stand-alone EL/ESL classes, you want to use that time to accomplish a few things:

Build a foundation of learning and language skills

Reteach or frontload concepts from other content areas (ELA)

Practice reading and writing

- Louisiana Academic Content PD Vendor Guide
- Curricular Resources Annotated Reviews

Activity: Why Can't We Just Translate?

AVB (Spanish)-pg. 9: https://pae-web.presonusmusic.com/downloads/products/pdf/StudioLive_Series_III_AVB_Networking_Guide_ES_11092018.pdf

AVB (English)-pg. 9: https://pae-web.presonusmusic.com/downloads/products/pdf/StudioLive_Series_III_AVB_Networking_Guide_EN_11092018.pdf

Discussion

- Could you read any of the text in Spanish or English?

- What made the text so challenging?

- How is this similar to what our students encounter?

- What are some ways we could have made this more accessible to you?

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Layers of Supports

There are different layers of support that can be provided to an EL.

Layer 1:

Assessment Accommodations-make the assessments more accessible for ELs; may include modifying the test (when possible)

Classroom Accommodations-make daily classroom activities and assignments accessible for ELs; may include shortening, modifying, reducing, alternative assignments

Layer 2:

Instructional Supports-content based techniques used to make the content accessible

Language Supports-take into consideration the student's language abilities

EL Assessment Accommodations

Assessment Accommodations are designed to make the assessments more accessible to ELs.

These accommodations need to be provided for each non-English Learner test the student takes.

Accommodations must be selected and entered at least **30 days before testing** begins (for statewide assessments).

These should be selected after consulting content teachers, parents (though no signature is required), and EL specialists.

Accommodations should change (gradual release of responsibility) as the student acquires more language.

Classroom tests can also be "modified" but this should only be done for a short period of time.

Breaking Down Assessment Accommodations for ELs

Refer to your EL COP Supplemental Materials Session 2.

Are you using the EL Assessment Accommodations Checklist?

How are you selecting which accommodations to give to students?

Is it being updated each year based on their proficiency rates?

What accommodations should be removed? Added?

Classroom Accommodations for ELs

Look at the list of Classroom Accommodations and the EL Performance Level Descriptors in your EL COP Supplemental Materials.

In groups, discuss which ones would help students based on their PLDs and why.

Classroom Supports: Other Resources

EL Instructional Support Plan-helpful tool for understanding score results and identifying the individualized supports an EL might need to access academic content

LA Connectors for ELs-the connectors themselves with a plethora of other support materials that breakdown the purpose of the Connectors and show how they relate to content standards as well as what are appropriate expectations for ELs based on their proficiency levels

ELPT Performance Level Descriptors-provides descriptions of what students should be able to do based on their proficiency levels on ELPT (and to some degree ELPS)

ELA Guidebooks Diverse Learners Guide-a companion piece for teachers to use with ELs and other diverse learners with the ELA Guidebooks

The "Don't" List of Supporting an EL

Do not—

Rely on other students to translate for the EL

Put them on a computer based language program in place of the content

Keep them from doing group work

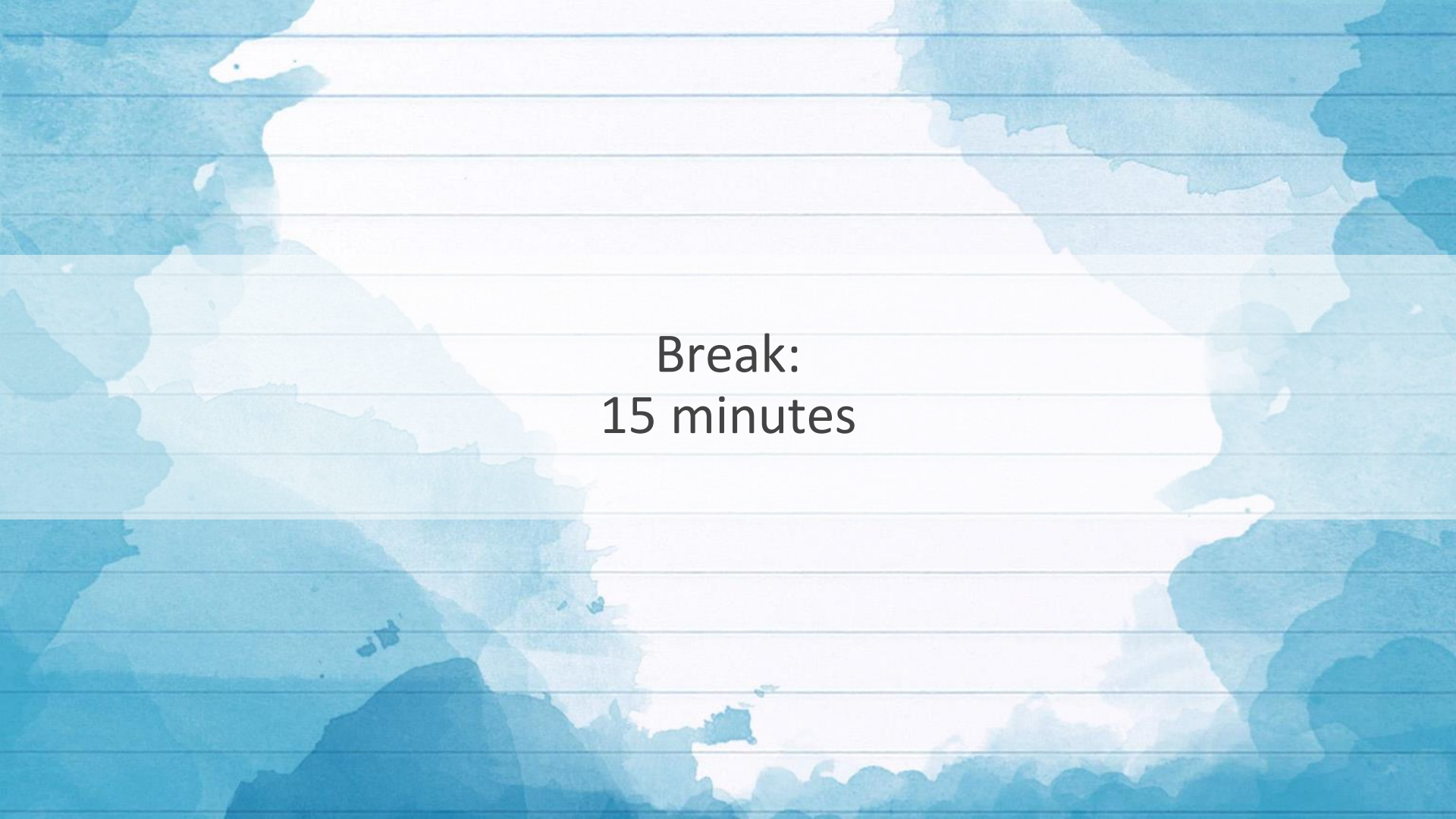Exclude them from hands-on activities

Give all levels of ELs translated materials every time

Let them sit on a computer listening to music all day

Supports Outside the Classroom

- Provide tutoring services (use their peers)

- Bring in coaches/club representatives to recruit them into extracurricular activities

- Arrange for them to attend games/special events

- Provide them with opportunities to experience the "fun" parts of school

- Take them to college visits (elementary and high school)

- Create a "Language Café" at lunch for them to practice English and practice their native language with students who are studying it.

- Have a cross cultural exchange day with another class or group

What other ideas do you have?

Break:
15 minutes

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Connecting the Focus Areas

Focus Are 2 is "Planning for high quality instruction and supports".

How does this relate to our Theory of Change?

How does this relate to LDOE's Academic Strategy?

Theory of Change

Professional Development: High-quality, standards-aligned training for every level of the system.

Assessment: A comprehensive, quality assessment system aligned to the Louisiana Student Standards.

Standards and Curriculum: The highest quality materials are the easiest to access.

PROFESSIONAL DEVELOPMENT

STANDARDS & CURRICULUM

ASSESSMENT

Who Are Your English Learners?

Last session, we talked about how our ELs are based on their ELPT/ELPS data.

This time, the discussion is based more on how to support them from the program level to the classroom (and outside).

What should you consider now when answering this question?

Who are your English Learners?

Reflection

Take a few minutes individually to reflect on our discussion so far today.

- What are your 2-3 biggest take-aways about high quality EL programming and supporting ELs?

Problem of Practice

High quality instruction and supports should:

- Engage ELs in content and language development

- Provide ELs with appropriate supports based on their language development needs

- Extend to all areas of their education

If you were to write a description of your EL program, what would it entail?

How much of it is aligned to Louisiana's Academic Strategy?

Bridge to Practice Activities

Make a list of the types of EL programs your school system offers.

      Is there an actual program, or a hybridized version of one?

      Look at data for the past 2 years. How effective has this program been?

      What can be done to improve the program?

What is the vision/mission statement of EL programming in your school system?

      More than likely, you don't have one, so create one for our next meeting.

Next Steps

Dates of Future Meetings:

March 2020

May 2020 (During Teacher Leader Summit)

Next steps:

- Complete Problem of Practice *bridge-to-practice activities*
- Required pre-readings and details for the March meeting will be sent by email
- Email alice.garcia@la.gov with any questions.

Adjourn

Questions?

Resources:

EL Toolkit-USDOE created resource that provides guidance for servicing ELs at all levels.

English Learner Library-LDOE's website for all things ELs

EL Guidebook-resource that describes types of EL programs and LDOE's Theory of Action

LDOE Parent Guides-library of parent guides for ELs, ELPT and more (most available in multiple languages

Intervention Content Leader

Contact us: alice.garcia@la.gov Jennifer.baird@la.gov Melanie.mayeux@la.gov