

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:
Understanding Your School System EL Profile
Cohort 1
October, 2019

Agenda

- Welcome, Introduction and Framing and rationale for *Community of Practice Leadership Series*
- Who are your ELs?: Understanding system-level data
- Early and accurate identification: establishing effective screening processes
- What do your ELs need?: Using EL assessment data to build Learner Profiles
- Problem of Practice: Using learner profiles to identify supports

Norms

- Be present
- High engagement
- Balance participation
- Parking lot

Guiding Beliefs

Louisiana's students—all of them, no matter race, disability, or creed—are as smart and capable as any in America. They have gifts and talents no lesser than those given to any children on this earth.

Louisiana has worked hard to raise expectations for students, and as a result, students are performing at higher levels than ever before.

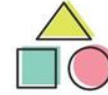
While Louisiana has made great strides in increasing life opportunities for its students, there remain serious challenges in Louisiana's schools. Often these challenges are experienced to the greatest extent by children of historically disadvantaged backgrounds.

As educators, we have a powerful role to play in helping all students overcome the challenges they will experience on the way to leading healthy and productive lives as adults.

Every day in Louisiana, educators are committed to ensuring that *every child and school* has the opportunity to grow and thrive.



As a result of this vision, Louisiana has a relentless focus on these four areas:



**Unified Early
Childhood Systems**



Academic Alignment



**Teacher and
Leader Preparation**



**Pathways to
College or a Career**

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.

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.

Key takeaways for English learners:

- Every student, including English Learners, need access to grade-appropriate assignments, strong instruction and teachers with high expectations.
- Engaging students and families as partners in their learning is key.
- ELs must have access to instruction that prepares them for success on complex tasks in reading and writing.

Key Challenges: The Opportunity Myth

<https://opportunitymyth.tntp.org/>

Turn and talk:

- What were your two biggest takeaways from reading The Opportunity Myth?
- How do the key messages of The Opportunity Myth align with Louisiana's academic strategy?
- In what ways do you see implications for your own strategy to support English Learners in your system?

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Key Challenges Specific to English Learners

- English Learners are not homogenous. They come from diverse backgrounds and cultures, speak different languages and have diverse educational experiences and expectations.
- English Learners enter our school system at varying levels of English language proficiency.
- Some English Learners enter our school system with needs beyond language acquisition, including trauma in some cases.
- Many teachers often feel unprepared and often assume that they cannot teach content to English Learners if they do not speak the same language.
- Some EL teachers/instructional specialists lack content knowledge and provide language support services that are disconnected from or in isolation from core content.

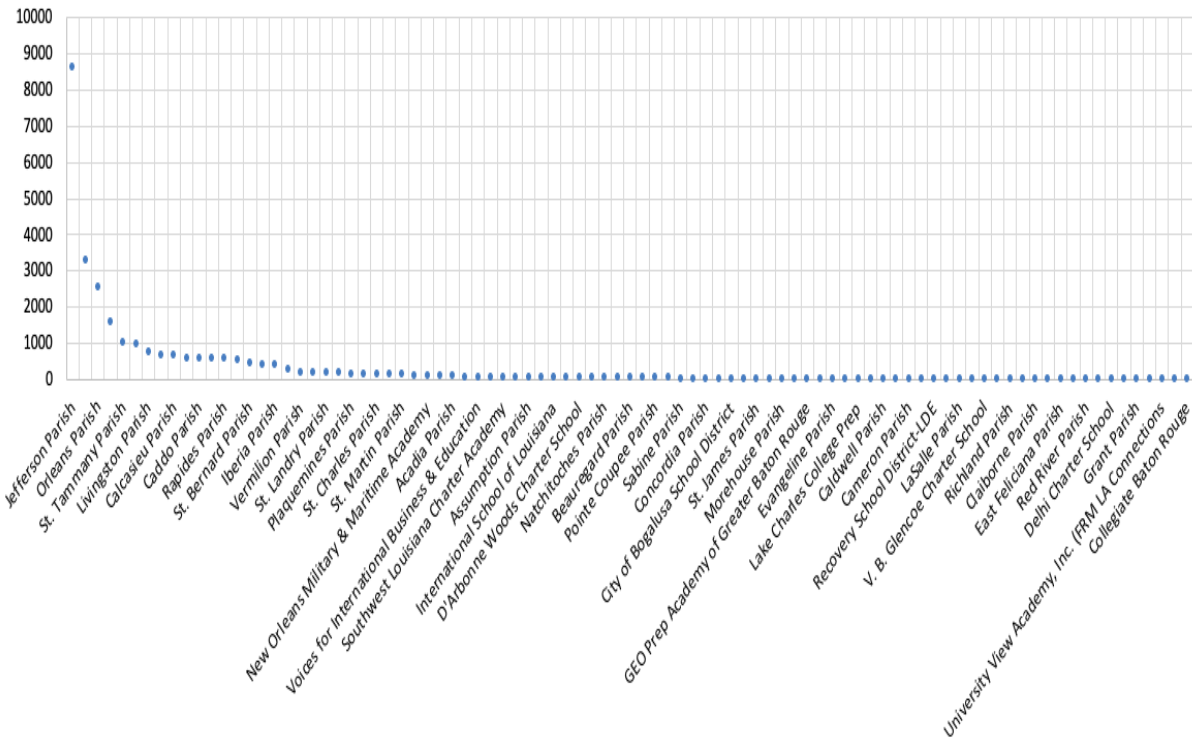
High-Level Goals for *Community of Practice* Leadership Series

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.

What is the benefit of a cohort approach?

Number of ELs by School System



Turn and talk:

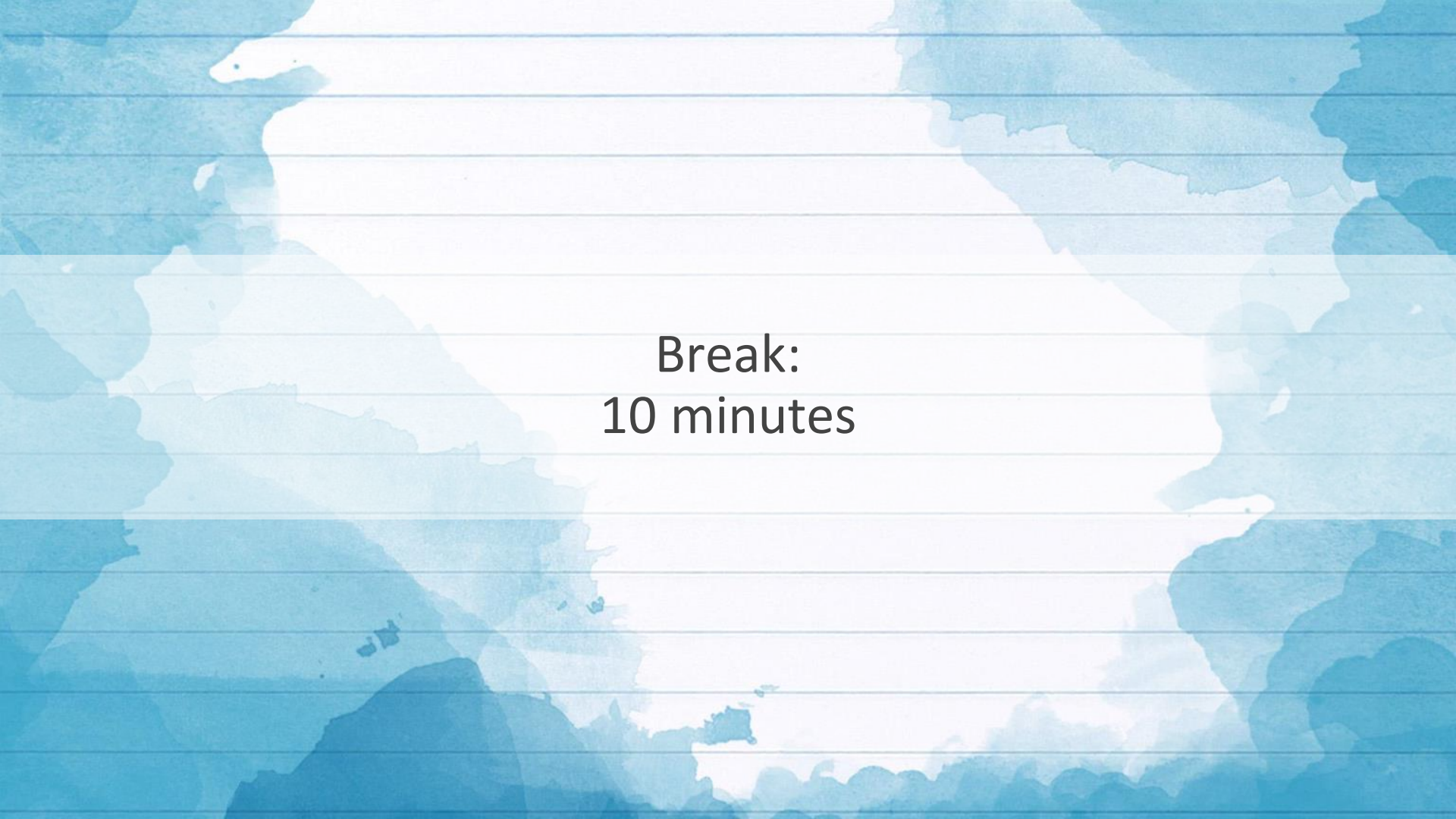
- How would you describe the population of ELs whom you serve?
- Are you the EL Supervisor in your school system? How is that role defined? Is that your primary focus or do you wear other hats as well?
- How often do you get to collaborate with other supervisors in your school system or with other EL supervisors in other systems?

Guiding Questions

- Who are our ELs, how are they most effectively identified and what can we learn through the screening process about their unique needs?
- Do the English Learners in my school system have meaningful access to grade-level core instruction every day?
- What kinds of programming and support services do English Learners need to succeed? How can I implement this at scale in my school system?
- Why does family engagement matter and how do I build structures to more effectively engage families in my community?
- How do I monitor and evaluate my EL programming to identify strengths and make improvements over time?

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

The background is a watercolor-style illustration in shades of blue and teal, with a large white rectangular area in the center. The text is centered within this white area.

Break:
10 minutes

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Who Are Your English Learners?

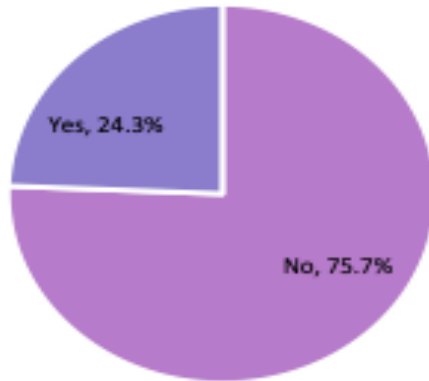
Let's take a look at some state level and system-level data. As we do, consider the following questions:

- How does this data answer the question: who are your ELs?
- How can this data help you improve supports/programming for the ELs in your school system?

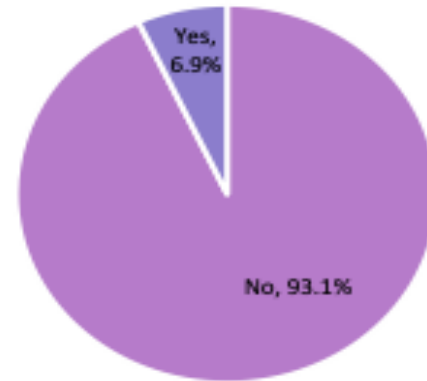
State-Wide Demographics: Number of Years Served

The majority (76%) of ELs are NOT newcomers, nor are they Long-Term ELs (93%)

**2018-2019 ELPT Participants
First Year ELL**

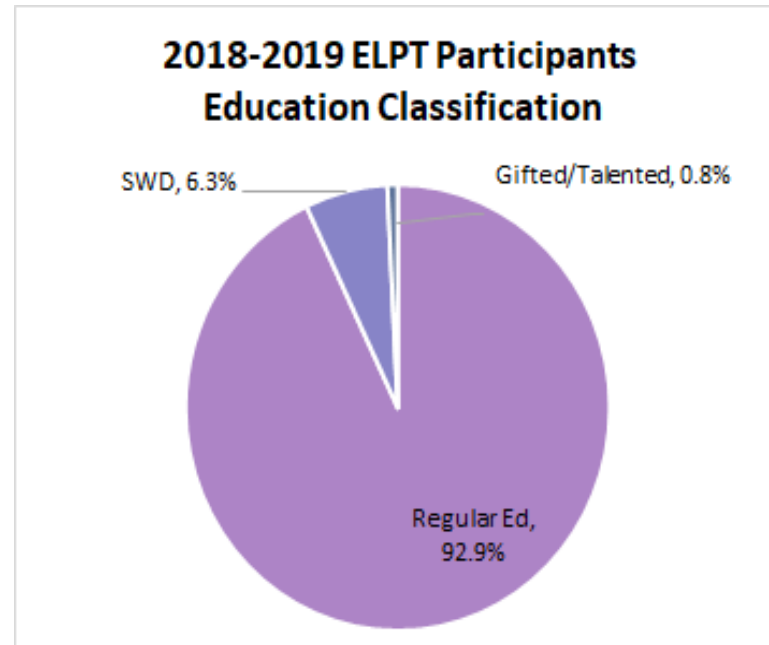
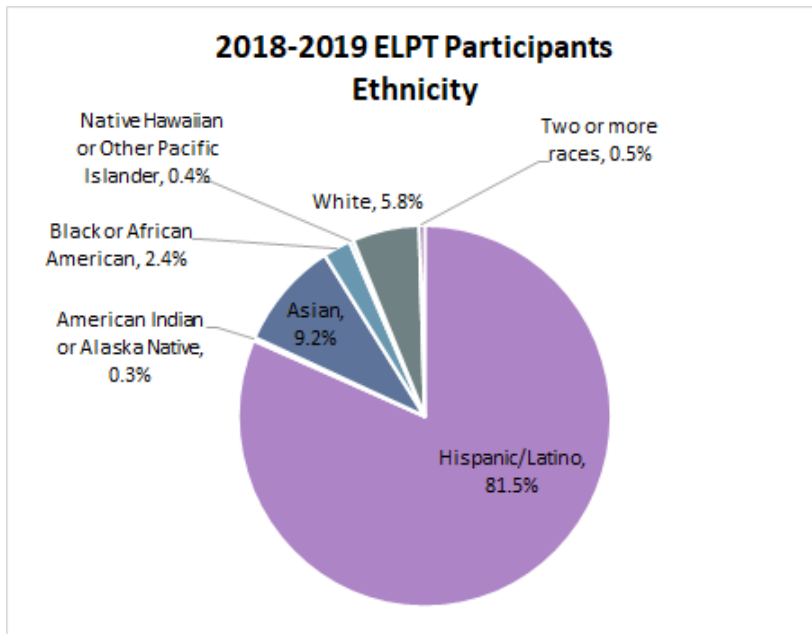


**2018-2019 ELPT Participants
EL More than 7 Years**



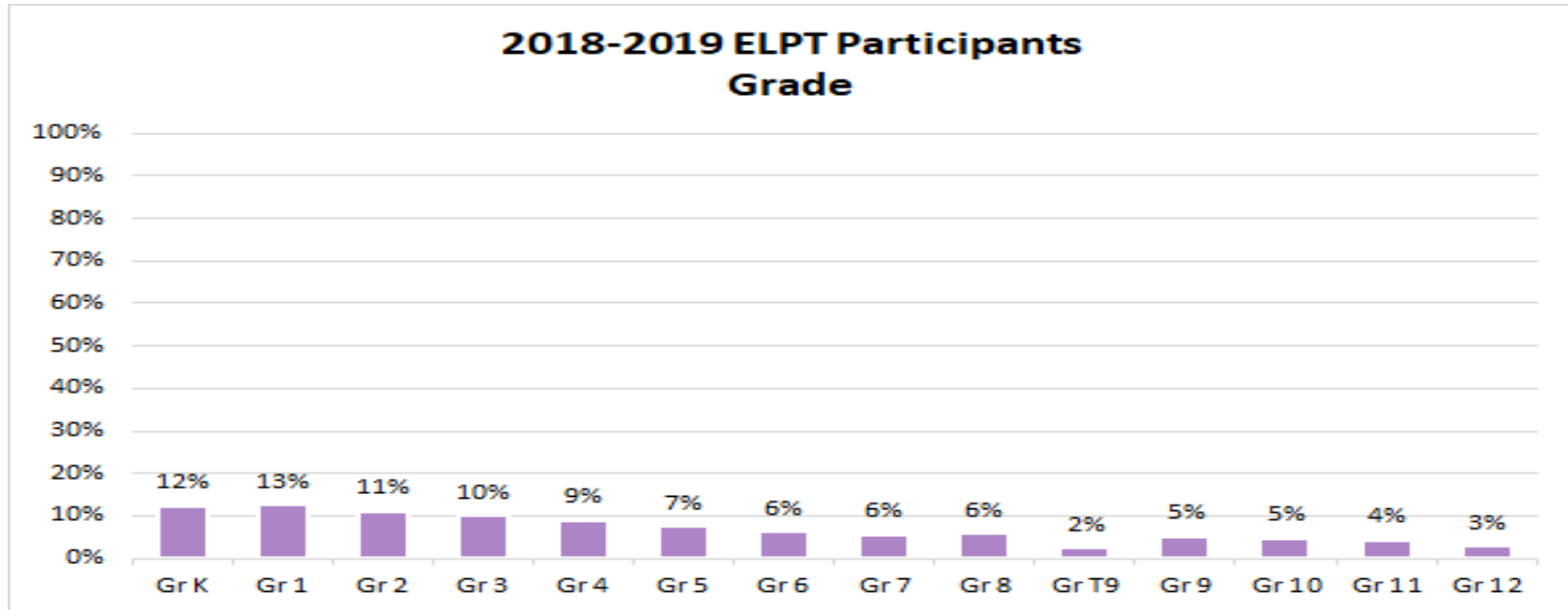
State-Wide Demographics: Ethnicity and Education Classification

81% of ELs are Hispanic/Latino and 93% are classified as regular education.



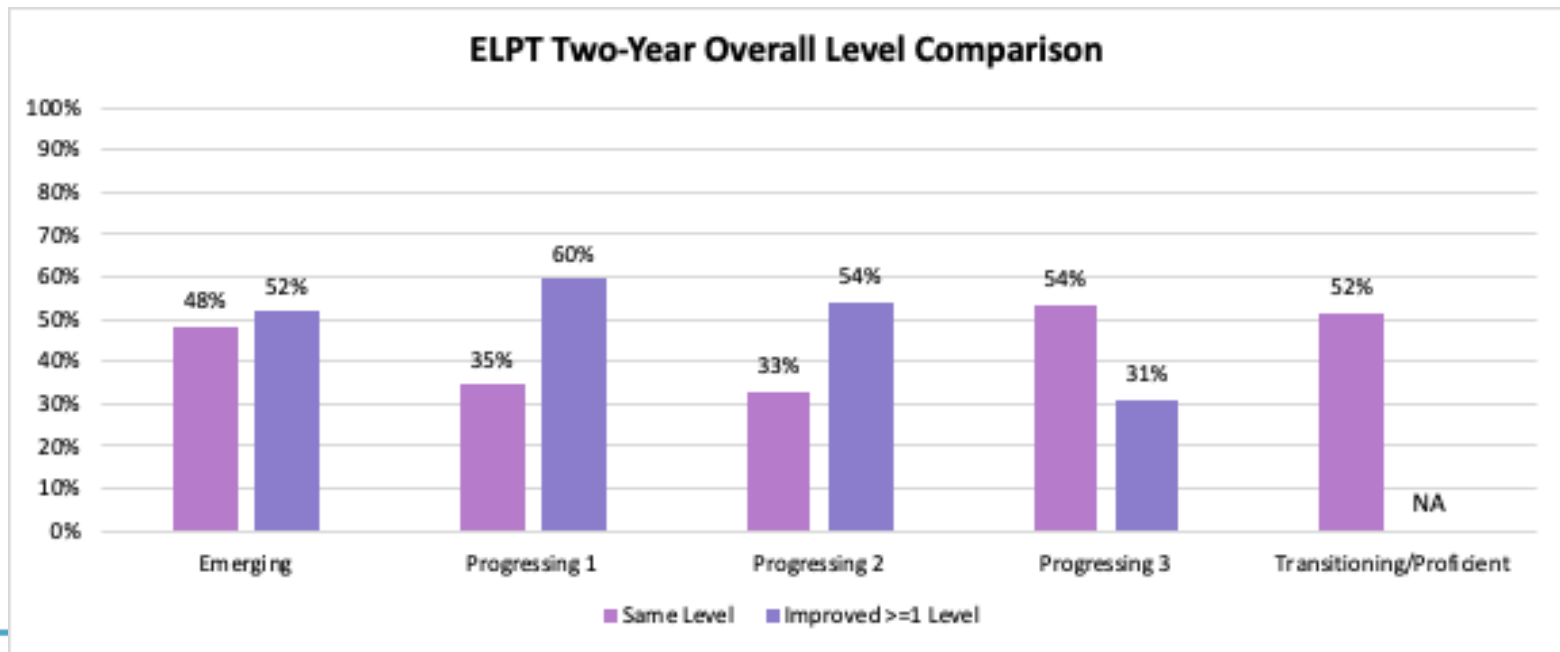
State-Wide Demographics: ELPT Participants by Grade

Close to 50% of ELs are in grades K-3



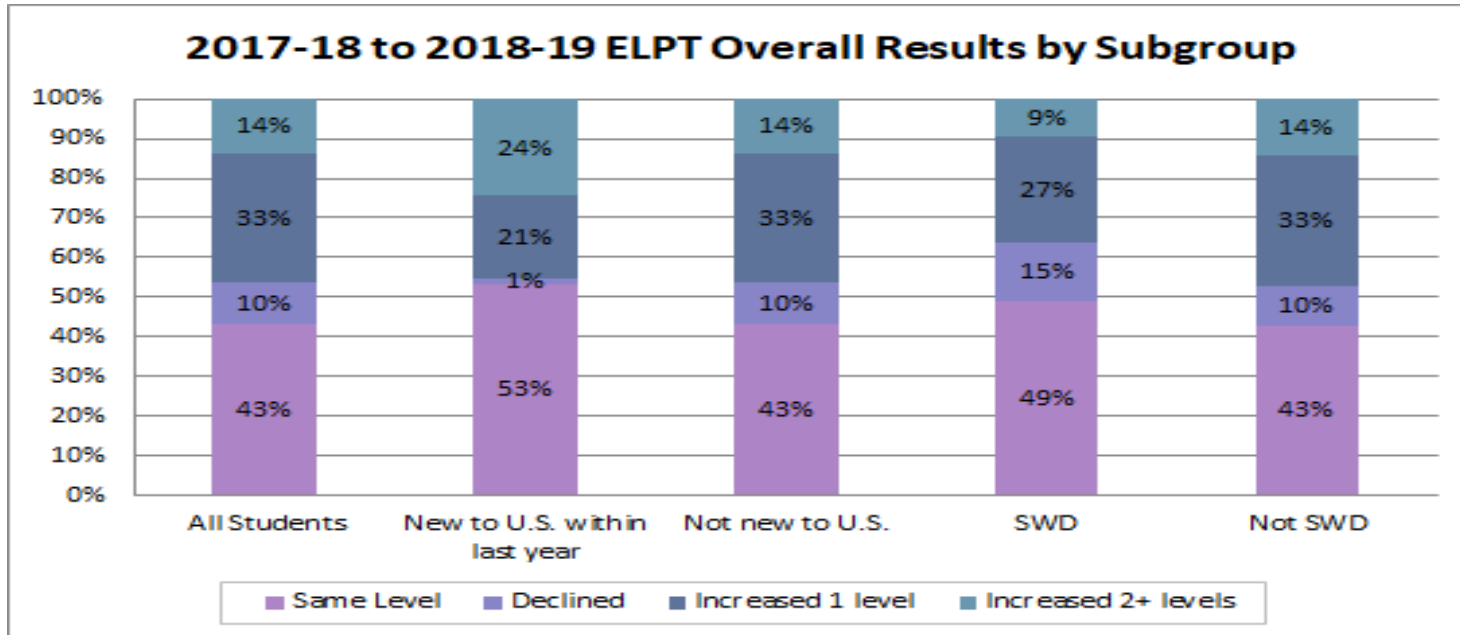
Language Proficiency: State-Wide EL Growth As Measured By ELPT

In general, ELs are showing growth in language proficiency, but not at all levels and not quickly enough.



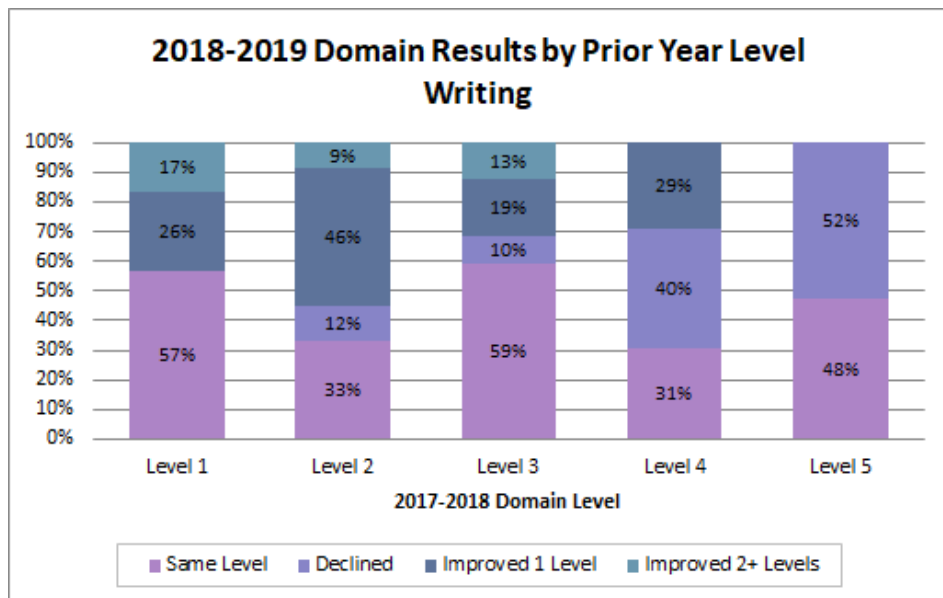
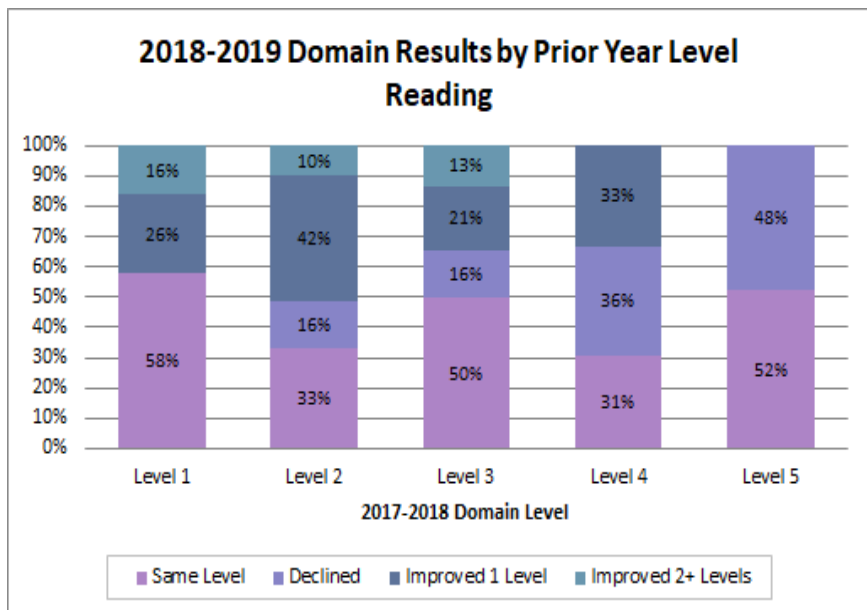
Language Proficiency: State-Wide Subgroup Growth As Measured By ELPT

Roughly the same percentage of ELs not new to the US improved in language proficiency by one or more levels as their newcomer peers. Too many ELs across all categories are staying at the same level.



Language Proficiency: State-Wide Growth By ELPT Domain

Reading and Writing are the areas where ELs struggle the most.



What Do We Know About English Learners and PreK?

English Learners (EL) attending PreK consistently performed better on all 5 KEA domains than those who did not attend PreK.

Kindergarten (EL and PreK Status) K-readiness on KEA Domains



System-Level Data Snapshots

Take 5 minutes to review your system-level data snapshots.

Then, turn to a table partner (someone not from your school system) and discuss the following:

- Do you see any trends that you hadn't noticed before?
- What questions do you have as a result of looking at this data?
- How would you frame the two big headlines from this data for your system?

A Closer Look at Your ELPT Data

Let's take a closer look at your ELPT results. You will need these 2 documents:

- *Directions for Accessing School System Domain Levels*
- *ELPT State to School System Domain Levels Comparison*

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Why Are We Talking About Identification?

What are both early and accurate identification important for English Learners?

What is your current process for ensuring both?

Early Identification:

- ELs must be identified within 30 days of enrolling in an LEA.
- Pre-K students are not screened until the spring before their Kindergarten year.

Accurate Identification:

- Only students who have taken ELPS and not scored Proficient can be identified as EL.
- The process is described in the [EL Identification Flowchart](#).

Why Do We Screen Potential ELs?

There are two purposes to screening a potential EL:

Purpose 1	Purpose 2
To see if the student is an English Learner and requires specialized language supports to access academic content	To determine what level of support the newly identified EL will need

Furthermore, it is a federal requirement as described in the [English EL DCL Fact Sheet](#).

The Potential EL

The following are the basic steps one should take to identify ELs:

1. School systems should use a [Home Language Survey](#) to collect information about language backgrounds on all students.
2. If the parent/guardian puts down something other than English for **one** of the 4 main questions, you may want to conduct a [Family Interview](#) to gather more information.
3. Once the student has been identified as a potential EL, the student is then given the English Language Proficiency Screener ([ELPS](#))
4. If the student does not score proficient, the parent is notified through a [letter](#) and given the opportunity to refuse services.
5. ELPS Student Reports should be reviewed for program and instructional decisions.

You can review the process of identifying ELs in the [English Learner \(EL\) Identification Flowchart](#).

ELPS Student Reports

LEAs will receive student reports for screened students within a few hours to a few days of when they finish testing.

The reports give us the first view into the student's English Language abilities.

Individual Student Report

How did my student perform on the ELPS?

Test: Grade 8 ELPS

Year: 2019-2020

Name:

Overall Performance on the Grade 8 ELPS Test:			
Name	SSID	Proficiency Status	Date Tested
		Progressing	9/5/2019

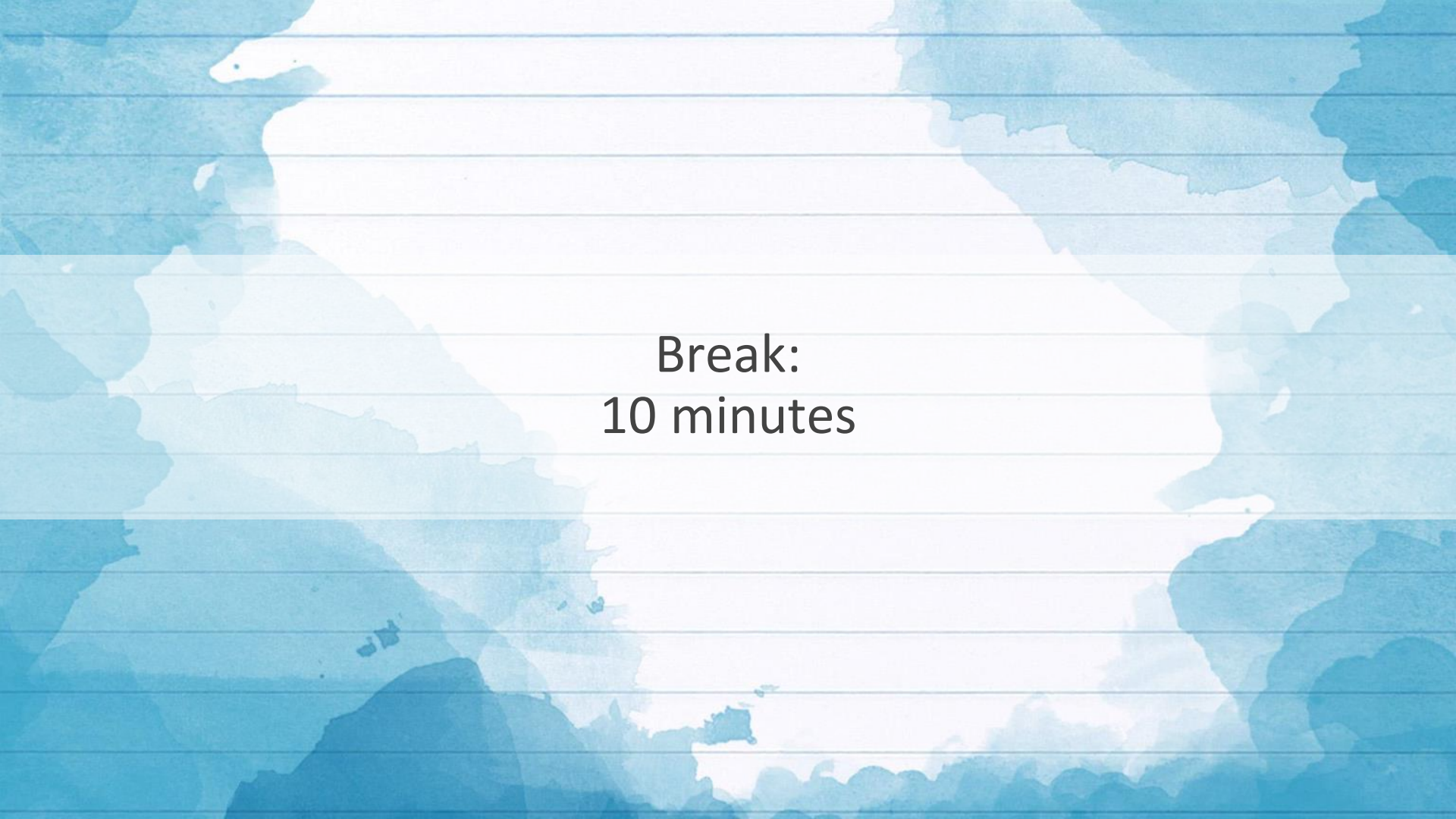
Proficiency Determination
Proficient - Students are Proficient when they demonstrate a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level academic tasks in English. This is indicated on the ELPS by earning Levels 4 or higher in all domains. Proficient students are not identified as English Learners and do not receive English language development services.
Progressing - Students are Progressing when, with support, they are approaching a level of English language skill necessary to produce, interpret, and collaborate on grade-level academic tasks in English. This is indicated on the ELPS by scoring at least one domain score above Level 2 and at least one domain score below Level 4. These students are eligible for English language development services.
Emerging - Students are Emerging when they have not yet reached a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. This is indicated on the ELPS by scoring a Level 1 or Level 2 in listening, reading, writing, and speaking. These students are eligible for English language development services.
Proficiency Not Demonstrated - Students receive a status of Proficiency Not Demonstrated when testing is stopped due to the student not participating. State policy determines whether or not a non-participant is eligible for English language development services at school.

** For states utilizing the Future Kindergarten version of the screener, students are scored as Proficient if they earn Levels 4 or higher in the Listening and Speaking domains, and Levels 3 or higher in the Reading and Writing domains. Each state independently determines the use of the Future Kindergarten version of the screener.*

Performance on the Grade 8 ELPS Test, by Domain:			
Domain	Performance Level		Domain Description
Listening	3	Intermediate	When listening, the student at Level 3 is working on: determining the main idea and a few supporting details; paraphrasing the main idea; participating in discussions, building on the ideas of others and answering questions; determining the meaning of general education and content specific words.
Reading	2	Early Intermediate	When reading grade-appropriate text, the student at Level 2 is working on: identifying the main topic and a few key details in simple written texts; identifying key words and phrases; responding to simple comments and questions on a variety of topics as well as some wh-questions; gathering and recording information.
Speaking	3	Intermediate	When speaking, the student at Level 3 is working on: describing a picture or graph using general academic and content-specific vocabulary, and compound as well as complex sentences; constructing a claim and providing several supporting reasons or facts in a logical order; adapting language choices to audience; delivering a short oral presentation, or recounting a brief sequence of events in order using linking words.
Writing	2	Early Intermediate	When writing, the student at Level 2 is working on: participating in short written exchanges; composing claims, narratives, or informational texts about familiar topics; providing a reason or fact to support the claim; responding to simple and wh- questions; recounting a brief sequence of events in order; using frequently occurring general academic and content-specific words and phrases.

Reflection On Screening

1. Think about the process your school/school system uses to identify ELs. What areas might need more training or explanation?
2. Do the people who facilitate the enrollment process understand the purpose of the Home Language Survey?
3. How and when are they using a Family Interview?
4. How is your school system engaging English Learner families in order to enroll their children in PreK and what challenges do you face with this unique process? What concrete steps can you take to better prioritize potential English Learners for PreK seats?



Break:
10 minutes

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Understanding the Approach

Take a moment to re-read the [article](#), *A 'One Size Fits All' Approach to English Learner Education Won't Work*.

Turn to a neighbor and discuss the following:

- How does the thesis of this article align with your key takeaways from The Opportunity Myth?
- What are the implications for accurately identifying English Learners?
- How can you use screening and assessment data to better understand the 'profiles' of ELs in your classrooms?

Using the ELPS Data

ELPS is used primarily for EL program placement, but it can also give us some important information about the linguistic needs of our students, which is important when making instructional decisions.

Performance Level	Description	Definition
Level 1	Beginning	Displays few grade-level English skills and will benefit from EL program support
Level 2	Early Intermediate	Presents evidence of developing grade-level English language skills and will benefit from EL program support
Level 3	Intermediate	Applies some grade-level English language skills and will benefit from EL program support
Level 4	Early Advanced	Demonstrates English language skills required for engagement with grade-level academic content instruction at a level comparable to non-ELs
Level 5	Advanced	Exhibits superior English language skills as measured by ELPT

Proficiency Determination	Rules	Definition	Sample Profile
Emerging	<ul style="list-style-type: none"> profile of Levels 1 and 2 	<ul style="list-style-type: none"> not yet attained English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English eligible for ongoing program support 	2, 1, 1, 2
Progressing	<ul style="list-style-type: none"> profile with at least one domain score above Level 2 and at least one domain score below Level 4 	<ul style="list-style-type: none"> with support, approaches English language skill necessary to produce, interpret, and collaborate, on grade-level content-related academic tasks in English eligible for ongoing program support 	3, 3, 2, 1
Proficient	<ul style="list-style-type: none"> profile of Levels 4 and 5 	<ul style="list-style-type: none"> attained English language skills necessary to independently produce, interpret, collaborate on, and succeed in grade-level content-related academic tasks in English 	5, 5, 4, 4

Using ELPS Data

Let's take a look at a few student reports. As we do, consider the following:

- How much English do these students have?
- In what areas is this student going to need the most support?
- How can I best use my EL specialists and content teachers to meet the needs of this student?

ELPS Report: Student A

Student A: 9th Grade-Newcomer

Domain	Performance Level	Domain Description	
Listening	0	Performance Not Determined	Student provided no domain response.
Reading	0	Performance Not Determined	Student provided no domain response.
Speaking	0	Performance Not Determined	Student provided no domain response.
Writing	0	Performance Not Determined	Student provided no domain response.

ELPS Report: Student C

Student C: 5th Grader-New to LA, but not US

Domain	Performance Level		Domain Description
Listening	4	Early Advanced	When listening, the student at Level 4 is working on: determining the meaning of general academic and content-specific words and phrases, and idiomatic expressions; participating in conversations and discussions, answering relevant questions and building on the ideas of others; determining the main idea or theme and explaining how it is supported by key details.
Reading	2	Early Intermediate	When reading grade-appropriate text, the student at Level 2 is working on: determining the meaning of key words, phrases, and some expressions in simple written text; identifying the main topic and retelling a few key details; gathering and recording some information from provided sources.
Speaking	3	Intermediate	When speaking, the student at Level 3 is working on: participating in short conversations and discussions, asking and answering questions, responding to the comments of others, and adding own comments; delivering short oral presentations including a few details and a conclusion; constructing a claim and providing a few supporting reasons or facts.
Writing	3	Intermediate	When writing, the student at Level 3 is working on: producing and expanding simple and compound sentences; composing brief narratives or informational texts, including a few details; constructing a claim about a familiar topic, introducing the topic and providing a few supporting reasons or evidence; asking and answering questions, responding to others' comments, and adding own comments.

Monitoring English Language Development

While ELPS is used for initial identification and to create an EL's first support plans, the English Language Proficiency Test ([ELPT](#)) is used to annually monitor that student's English Language development

ELPS	ELPT
<ul style="list-style-type: none">● Aligned to LA Connectors for ELs● Administered once upon enrollment● Used to determine program placement and level of supports needed	<ul style="list-style-type: none">● Aligned to LA Connectors for ELs● Administered each Spring● Used to determine level of supports needed for the coming school year and to measure growth towards proficiency● Used in accountability measure

Using Student's ELPT Data

Students' annual progress toward language proficiency is reported much like it is for ELPS, but since ELPT is a longer test divided specifically by domain, we get more detailed information and a scale-score.

Use the [ELPT Performance Level Descriptors](#) to see what the student is working on at the specific performance level and in each domain by grade level. Note that the description is of a student who has scored at the higher end of the domain level range.

Go to the [LA Connectors for ELs](#) to see what the student can do by standard.

You can use this same process with ELPS data as well.

ELPT Sample Reports: Student A

Student A-Grade 3, 1st Year

Domain	Scale Score	Performance Level	Domain Description
Listening	321 ±25	1	When listening, the student at Level 1 is working on: identifying and gathering information from an oral presentation; determining the meaning of a few key words and phrases; participating in a short conversation and responding to basic questions; following basic directions.
Reading	395 ±18	1	When reading grade-appropriate text, the student at Level 1 is working on: recognizing and understanding the meaning of basic words, phrases, and expressions to make meaning of text; responding to basic questions; gaining basic information.
Speaking	Not Attempted	Not Attempted	Not Attempted
Writing	Not Attempted	Not Attempted	Not Attempted

ELPT Sample Report: Student B

Student B-Grade 4-3rd Year

Domain	Scale Score	Performance Level	Domain Description
Listening	439 ±20	3	When listening, the student at Level 3 is working on: determining the meaning of words, phrases and some idiomatic expressions; participating in short conversations and discussions, asking and answering questions; identifying the main idea and key details about a familiar topic; identify how one or two reasons support the specific points a speaker makes.
Reading	501 ±20	3	When reading grade-appropriate text, the student at Level 3 is working on: determining the meaning of key words, phrases and some idiomatic expressions; reading short literary or informational texts and identifying the main idea or theme and one or two supporting details; gathering information from written sources and identifying key information.
Speaking	514 ±28	3	When speaking, the student at Level 3 is working on: participating in short conversations and discussions, asking and answering questions, responding to the comments of others, and adding own comments; delivering short oral presentations including a few details and a conclusion; constructing a claim and providing a few supporting reasons or facts.
Writing	511 ±21	3	When writing, the student at Level 3 is working on: producing and expanding simple and compound sentences; composing brief narratives or informational texts, including a few details; constructing a claim about a familiar topic, introducing the topic and providing a few supporting reasons or evidence; asking and answering questions, responding to others' comments, and adding own comments.

ELPT Sample Reports: Student C

Student C-Grade 8, 3rd Year

Domain	Scale Score	Performance Level	Domain Description
Listening	466 ±19	2	When listening, the student at Level 2 is working on: recognizing the main topic and retelling a few key points; responding to simple questions and wh- questions; determining the meaning of frequently occurring words, phrases and expressions.
Reading	498 ±19	2	When reading grade-appropriate text, the student at Level 2 is working on: identifying the main topic and a few key details in simple written texts; identifying key words and phrases; responding to simple comments and questions on a variety of topics as well as some wh- questions; gathering and recording information.
Speaking	489 ±27	2	When speaking, the student at Level 2 is working on: offering an opinion or prediction using simple grammatical structures and vocabulary; responding to questions with words relevant to the topic; interpreting the information in a picture or graph about a familiar topic, constructing a claim and providing a supporting reason; producing simple and compound sentences.
Writing	472 ±22	1	When writing, the student at Level 1 is working on: participating in short written exchanges and presenting simple information; expressing an opinion about a familiar topic; responding to wh- questions about presentations using vocabulary from the presentation topic.

Supports Based on Profiles

Look at the *English Learner Profiles* sheet.

Review the **Characteristics** and **Needs** for each of the EL Profiles

1. Do you think these are the right supports for these students based on their assessed levels?
2. Do EL and content teachers understand the differences in the profiles and how to implement these kinds of supports in their classrooms?
3. What additional information should teachers have to better help their ELs?

EL Accommodation Checklist

After you have evaluated the data from either ELPS or ELPT, the next steps are to fill out the [English Learner \(EL\) Accommodations](#) Checklist.

Look closely at the student's performance levels before selecting the accommodations.

These are only applicable to classroom and LEAP 2025 assessments, **not ELPT**, and they must be submitted 30 days before the LEAP 2025 assessment window opens.

Individual Support Plan

When you have reviewed the student's score report, you can begin creating a support plan.

This plan should include:

- Student's Name
- ELPS/ELPT Proficiency Levels
- ELPS/ELPT Domain Levels
- Other Student Characteristics
- Suggested Classroom Supports



What other information might we include here to help content teachers support these ELs?

You can view a English Learner Instructional Support Plan [here](#)

Other things you might include are: native language, placement test scores, interests, etc.,

Tools for Helping ELs

[EL Accommodation Checklist](#)-a list of accommodations available for ELs in the classroom and on assessments. Selections should be made based on domain proficiency levels

[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)

Reflection

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

- What are your 2-3 biggest take-aways about effective screening and identification practices?
- How can you improve the ELPS process at your site (school, system, district)?
- How are you preparing to meet the needs of your newly-identified ELs?
- How can EL teachers use information gained from ELPS and ELPT to improve the kinds of supports provided to the ELs in their care?

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Effective screening practices should:

- engage families effectively and communicate the goals and purpose of screening and identification
- ensure that ELs are identified early (within 30 days) and accurately
- connect ELs with effective supports and services aligned to their needs
- inform school and system-level planning

Problem of Practice

What system-level structures and/or processes are currently in place in your school system to ensure that English Learners receive supports and accommodations aligned to their needs to accelerate their language proficiency and engage them effectively in grade-level instruction? What can/should be improved?

Site Visit:

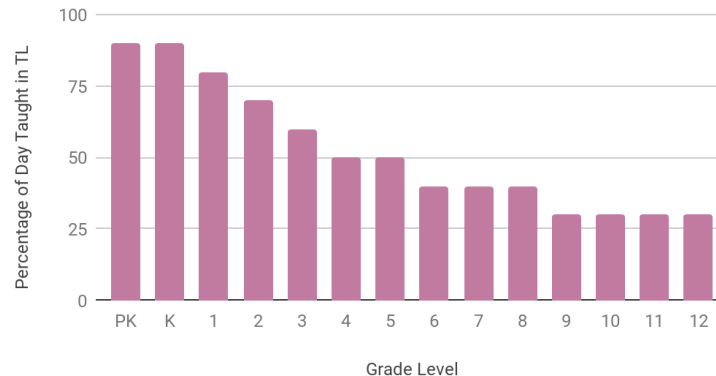
Two-Way Immersion Observation

Two-way Immersion (TWI) is an evidence-based instructional model designed to equitably meet the instructional needs of ELs by developing the English Learner's native language while the student learns English as a second language.

TWI is most successful in school systems with **monolingual** and **established** EL populations.

What does Immersion look like?	One-Way Immersion	Two-Way Immersion
Pathway can be implemented as a track within an existing school.	✓	✓
Pathway begins in grades Pre-K or Kindergarten.	✓	✓
Class equally composed of native and non-native speakers of the target language.		✓
Class mainly composed of students who are not native speakers of the target language.	✓	
Core subjects (math, science, social studies, and a portion of language arts) are taught in the target language by native/native-like teachers.	✓	✓
Pathway includes targeted daily English instruction with a native English-speaking teacher.	✓	✓

Louisiana Basic+ Model for Two-Way Immersion



Site Visit: Two-Way Immersion

- Implementation process for successful two-way immersion program
- Benefits of two-way immersion vs other models?
- Biggest 'wins'
- Biggest challenges to-date
- Next steps

Questions for Karina?

Site Visit: Jefferson Parish's Coaching Model

Jefferson Parish is in their 2nd year of implementing an innovative EL programming model that rethinks the role of the EL teacher and the ways in which EL and general education teachers should collaborate to support English Learners.

- Major differences between previous service delivery models and the coaching model
- Primary goals of the coaching model
- Biggest 'wins'
- Biggest challenges to-date
- Next steps

Questions for Karina?

Preview of the November Session

Focus Area 2: Planning for High Quality Instruction and Supports

Define high quality instruction and what that means for English Learners

Understand the goal of content-based language instruction

Identify effective EL program models based on the needs of ELs in your cohort

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

In preparation for our next meeting, please complete the following bridge-to-practice activities. These activities are intended to deepen your understanding of our conversations today and to prepare you for new learning in our next session:

- **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

Next Steps

Dates of Future Meetings:

- Second in-person meeting (by cohort): December 2nd, 3rd and 5th
- Third in-person meeting (by cohort): February or March/TBD
- Zoom meetings: January and April
- Final in-person meeting: May (Teacher Leader Summit)

Next steps:

- Complete Problem of Practice *bridge-to-practice activities*
- Required pre-readings and details for the December meeting will be sent by email next week;
- 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: melissa.mcconnell@la.gov

alice.garcia@la.gov