



**EL Supervisor Community of
Practice 2022
Cohorts 1-3
November 2022**

Agenda

- Objective
- Checking-in:
- Lau Plan: Instructing ELs
- ELD
 - Direct ELD
 - Indirect ELD
 - Examples
- Defining Effective EL Instruction
- Wrap-Up

Objective

To establish a community where we learn from each other.

We all want our ELs to grow and achieve, so let's use our combined experience, expertise, and resources (when possible) to build a community where we share how we are getting them to the finish line and beyond.

Checking-in

1. In breakout rooms, let's talk about the following:
 - a. What is going well in your school system?
 - b. How are you preparing for ELPT?
 - c. In what area (identification, programming, instruction, monitoring) could you use more support?

Lau Plans: Instructing ELs

An area where school systems struggle the most was with instructing ELs. Some issues include:

- EL instruction is still seen largely as the EL specialist's responsibility
- Heavy reliance on translating lesson, materials, and instruction
- Belief that an EL specific curriculum/software is all that is needed
- Need more time to learn the language before they learn academic language
- ELs are not given access to grade-level instruction/materials

What else have you seen?

English Language Development (ELD)

English language development is instruction that helps an EL improve their skills in listening, speaking, reading, and writing. It can be done either as **Direct** or **Indirect** instruction.

	Direct	Indirect
Programming	ESL, Newcomer, Structured	Content Based, Sheltered
Requires supplemental materials?	Yes	Maybe
Requires specialized training?	Yes	Yes
Best for?	Newcomer, Emerging-P2	All ELs

Direct ELD

Effective Direct ELD needs:

- A plan that combines instruction and support
- EL specialists trained in EL instruction, language acquisition instruction, etc,
- Pull-out or separate group/individual instruction
- Specialized curriculum/supplemental materials

In most instances, Direct ELD is needed for a period of time and not permanently.

While it is best for ELs with lower levels of proficiency, Direct ELD can also be used to address other areas of weakness such as writing and to teach certain strategies.

Direct ELD in Practice

In breakout rooms, discuss the following:

1. If your school system offers Direct ELD-how is it offered?
2. What students/grade levels/proficiency levels receive Direct ELD?
3. What materials are using to support Direct ELD?

Resources:

[EL Language Check-up](#)

[Effective Literacy and English Language Instruction](#)

[Supporting Newcomer and Beginner ELs Curriculum Guidance](#)

[EL Extension Activities](#)

Indirect ELD

Effective Indirect ELD needs:

- Regular collaboration between the content teacher(s) and EL specialist
- Use of strategies and accommodations that make the content accessible for all ELs
- Awareness of language acquisition steps
- Strong differentiation skills
- Willingness to consider linguistic and cultural backgrounds

Indirect ELD must be intentional to the point it becomes inherent.

While indirect ELD can seem especially challenging for ELs with lower levels of proficiency, they can still be taught how to use specific strategies to access the content. However, the biggest “lift” is with the content teacher.

Indirect ELD in Practice

In breakout rooms, discuss the following:

1. How does your school system ensure that all content is accessible to all ELs?
2. What training, if any does your school system provide to content teachers to help them offer indirect ELD?
3. What role does the EL specialist play in Indirect ELD instruction?

Resources:

[EL Classroom Differentiation Plan](#)

[Louisiana's Glossary of Strategies](#)

[Teaching Academic Content and Literacy to ELs](#)

Examples

Let's take a look at some examples of ELD. Determine if each is Direct, Indirect, both, or neither.

Examples of ELD

1. Which of these is most familiar to you?
2. Which do you think is the most effective?

Direct or Indirect?

A lot of push in/pull out EL instruction is done in an almost “intervention style” where the EL specialist is:

- Reteaching
- Frontloading
- Previewing concepts

Is this Direct or Indirect ELD?



Defining Effective EL Instruction



6 Essential Strategies

Effective EL instruction should-

1. Cultivate relationships and be culturally responsive
2. Teaching language skills across the curriculum
3. Emphasize productive language
4. Require teachers to speak slowly and increase “wait time”
5. Differentiate and use multiple modalities
6. Incorporate students’ native languages

Which do you see most often in your school system?

Which seems most important?

Cultivate Relationships and Be Culturally Responsive

So much of teaching is about building relationships.

- How is this done?
- What does it mean to be culturally responsive?

How do we do this when we don't speak the language?

Teach Language Skills Across the Curriculum

This is the foundation of Content Based English Instruction.

- What does this mean?
- How can we teach language skills in content areas like art, science, math?

Teachers already feel overwhelmed with having to teach so much more than just what is listed in their scope and sequence-so how do we pitch this concept to them?

Emphasize Productive Language

Productive language means speaking and writing.

- Why are ELs often “excused” from these domains?
- Why is it important to make sure they are included and even taught that this is the expectation?

Anyone have good examples of doing this?

What are some strategies that are in use to get ELs to produce more language or to get content teachers to see this as a priority?

Speaking Slowly-And Increase Wait Time

This is hard for most teachers because we are very used to how to teach.

- How can I tell you all to do this when I don't do it myself?
- How can we get a teacher to do it when it isn't part of their normal routine?

What other “simple” tips like this can we share with our content teachers?

Differentiate-and Use Multiple Modalities

Differentiation is important for all students, not just ELs. We know about different learning styles and different ways of teaching.

- How can using different modalities help build language skills?
- How can we differentiate when the curriculum is so scripted?

But so much of our Tier 1 curriculums are scripted. How do we do this?

Instructing ELs

Goal: Increase the independence of our ELs

- Review the data
- Evaluate the effectiveness of your Indirect ELD programming
- Observe student interactions/survey content teachers-what do they need?
- Focus on strategies/scaffolds
- Encourage more connections/positive representations
- Use their strengths (teachers and students)

What Else?

How else can we improve instruction for our ELs?

Wrap-Up

Thank you for your time and all that you do to support ELs in Louisiana!

See you in January. Send me questions for FAQ by December 2.

Next Steps:

- Look closely at how ELs are being supported instructionally.
- What ELs need direct ELD? Are they getting it?
- How can you continue to build content teacher capacity?

Questions: alice.garcia@la.gov

[ELPT Connect Assessment Guide](#) is available!



Assessment Content Educator Review Committees

The Division of Assessment Content is preparing to convene the following educator committees:

LEAP Connect Item Review Committees	January	Virtual
LEAP 2025 Science Grades 3 and 5–8 Stimuli Review Committees	January–February	In-person
LEAP Social Studies Grades 3–8 and Civics Item Review Committees	January–February March	Virtual, with synchronous and asynchronous reviews

Interested educators can access the [Assessment Development Educator Review Committees document](#) for details and links to apply to participate on specific committees.

The deadline to complete the interest surveys is **November 20**.

Please contact assessment@la.gov with questions.