



Re-Entry to the 2020-21 School Year: Strategies and Tools for Supporting English Learners

Part 3: Provide Language Development and Academic Instruction Programs to English Learners

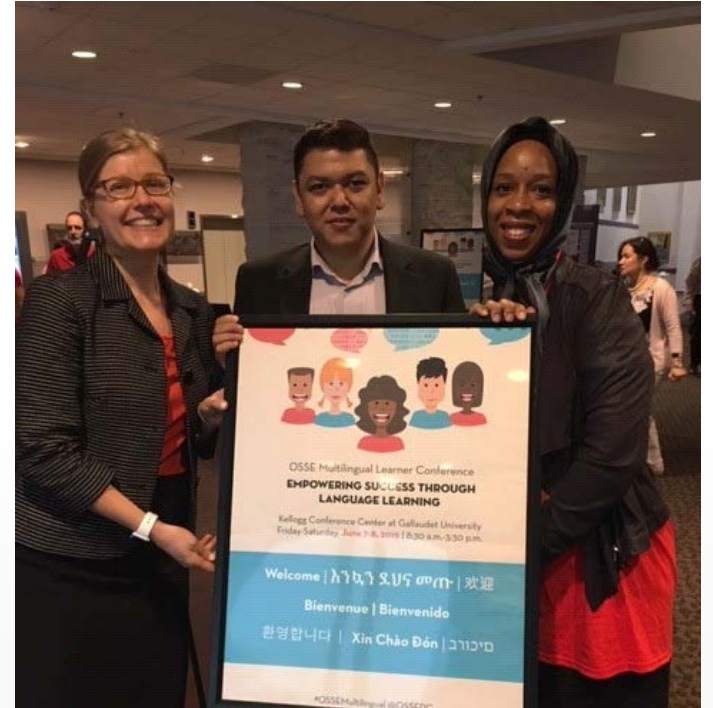
Aug. 5, 2020

Jennifer Norton and Anika Harris

Welcome and Introductions

OSSE Office of Multilingual Education and English Learner Supports

- Jennifer Norton, manager of English learner supports
- Santiago Sanchez, multilingual specialist
- Anika Harris, professional development specialist, English language acquisition



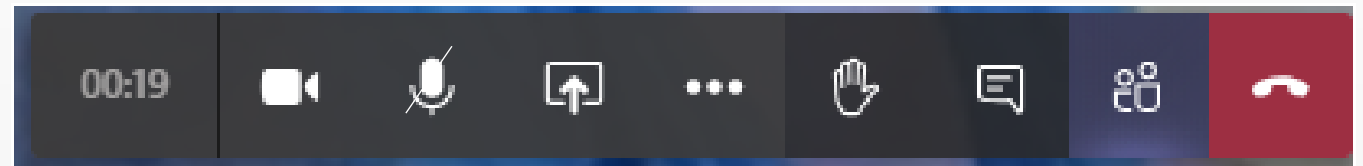
Agreements and Practice

Agreements

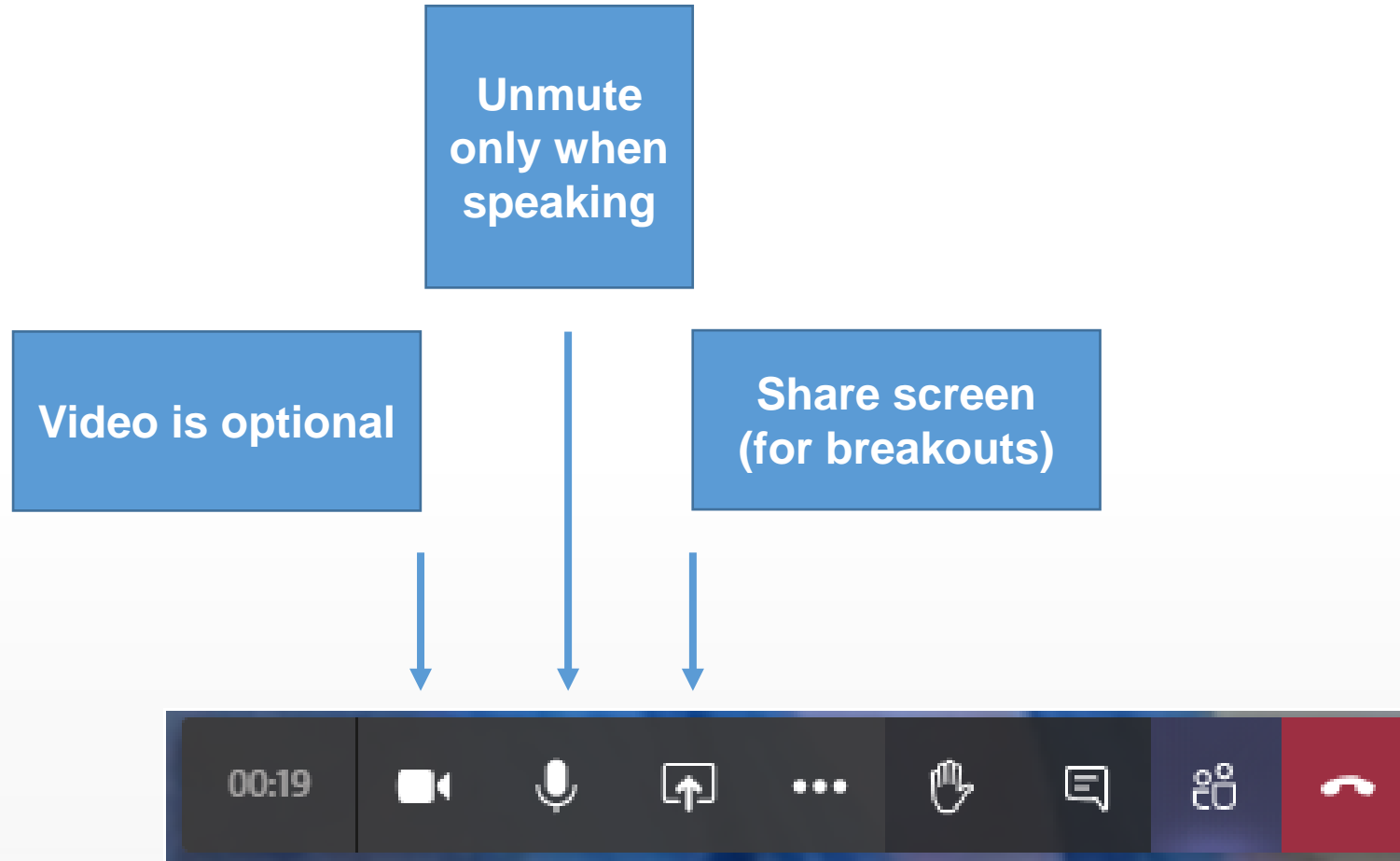
- Remain solutions-oriented and student-focused
- Strive for equity of voice, monitor airtime
- Generate and iterate on as many solutions as possible
- Accept non-closure

Virtual Engagement

- Participate in chats, polls and discussions
- Keep mic on mute unless speaking to the group



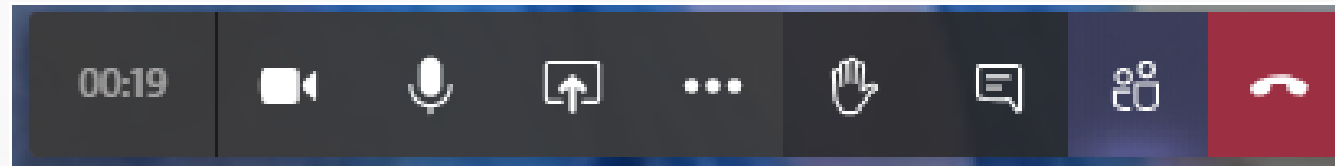
Warm Up



Warm Up Using Teams

Raise hand

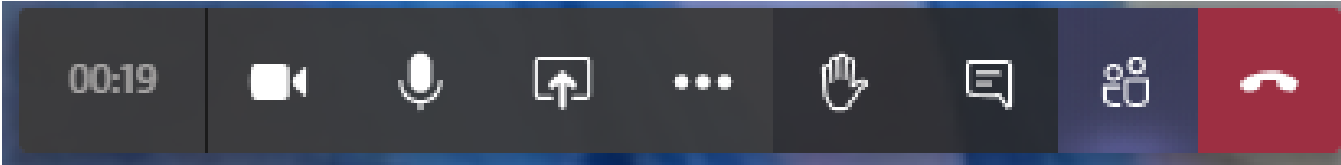
Lower hand



Warm Up Using Teams

What is your name and school?

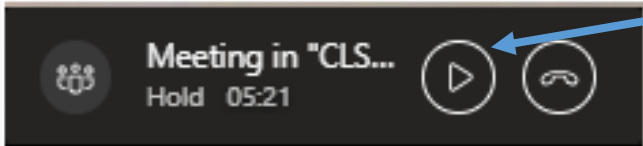
Click to see and write chat messages.
Use the  to agree.



Practice Using Breakout Groups

- [Main Room/PreK-K Group](#)
- [Elementary Group](#)
- [Middle/High Group](#)
- [Adult-serving Group](#)
- Click the link in the chat box to go to your breakout group
- When you are in your breakout group, the main group will appear “on hold”
- Press the triangle to return to the main room

1. Introduce yourselves, your school, and your role
2. Choose one note taker, one timekeeper and one conversation starter
3. Toggle back to the main group



Warm Up

- What virtual learning practices worked really well this spring to support language development and access to academic content for your EL students?
- What is one thing you want to improve in your EL program this school year?
- https://padlet.com/jennifer_norton1/Part3WarmUpExit

Purpose

The purpose of this session is to analyze the key features of EL program models and discuss plans for program implementation for in-person, online and hybrid delivery scenarios.

Participants will leave this session with strategies and tools to:

- Describe implementation of their chosen EL program model for in-person and distance learning scenarios, including for students who are dually identified.

Foundational Principles for Serving EL Students



Value the cultural and linguistic backgrounds of ELs.



Partner with families, educators, system leaders, and communities to nurture EL students' linguistic, academic, social and emotional development.



Provide EL students access to grade-level academic content and English language instruction that are appropriate for advancing their language proficiency and academic achievement.



Use multiple sources of data to inform and continually refine EL programs, services, instruction and assessment.

GUIDING PRINCIPLES FOR CONTINUOUS EDUCATION



THE THREE PILLARS OF CONTINUOUS EDUCATION

**High
Expectations**

**Equity and
Access**

**Family
Engagement**

Resources on OSSE Website

[Guiding Principles for Continuous Education Overview](#)

[Continuous Education Resources for LEAs](#)

[Continuous Education Resources for Educators and Families](#)

2.C. English Learners

ELs retain all rights consistent with the law and should have their unique instructional and language needs met.

- ❑ Within the first two weeks of the school year, LEAs should plan for and **communicate to families** about how they will shift their resources, policies and practices to identify and support ELs across remote and in-person learning environments while complying with federal civil rights and education law and state policies.
- ❑ LEAs should prepare to **identify ELs** in a timely manner, including re-screening all students who were screened provisionally while in a remote learning environment using state-approved English proficiency screeners as soon as possible once the student is able to attend school in person.

2.C. English Learners

ELs retain all rights consistent with the law and should have their unique instructional and language needs met.

- ❑ LEAs should **implement their EL program plans with fidelity** across both remote and in-person learning environments to advance the linguistic and academic goals of ELs and have a system in place that draws upon multiple data sources to evaluate and refine their EL program.
- ❑ LEAs should **communicate with families in a language they understand**, to the extent practicable, in compliance with Title I and the Language Access Act.

2020-21 School Year LEA Continuous Education and School Recovery Plan Application

Describe the LEA's plan to serve ELs, including:

- A description of the EL program model and how it will maintain fidelity across in-person, distance learning and hybrid learning environments;
- The manner in which the LEA will set language goals across the four language domains of reading, writing, listening, and speaking to advance your EL students' English proficiency;
- The manner in which the LEA will provide language instruction in reading, writing, listening, and speaking to EL students during distance learning/hybrid learning environments by grade and by proficiency level; and
- The manner in which the LEA will provide EL students access to academic content by grade and proficiency level.

LEAs' obligations to serve the District's ELs are outlined in [U.S. Department of Education Fact Sheet](#), [District Municipal Regulations 5-E3101](#), [OSSE's state EL policies and procedures](#), and [DC PCSB EL Services Assurance Letter](#), and [OSSE's Serving English Learners During Distance Learning FAQ](#).



Why describe your EL program model implementation?

For clarity of goals and purpose

For clarity on how, how much how often and by whom EL services are provided for different proficiency levels

For transparency in scheduling and staffing

To communicate to school teams and families

To define current practices as basis for refining the following year

To make it easier pivot from in-person to remote EL services systematically

To coordinate with special education staff and other service providers

Castañeda's Three-Prong Test for Evaluating the Appropriateness of an EL Program

EL services and programs must meet civil rights requirements¹.

- 1) Is the program based on an educational theory recognized as sound by some experts in the field or considered a legitimate experimental strategy?
- 2) Are the programs and practices (including resources and personnel) reasonably calculated to implement this theory effectively?
- 3) Does the program succeed in producing results indicating that students' language barriers are being overcome within a reasonable period of time?

¹ 648 F.2d 989 (5th Cir. 1981); see *United States v. Texas*, 601 F.3d 354, 366 (5th Cir. 2010) (reaffirming and applying the *Castañeda* test); see *1991 OCR Guidance* ("In view of the similarity between the EEOA and the policy established in the 1970 OCR memorandum, in 1985 OCR adopted the *Castañeda* standard for determining whether recipients' programs for LEP students complied with the Title VI regulation.").

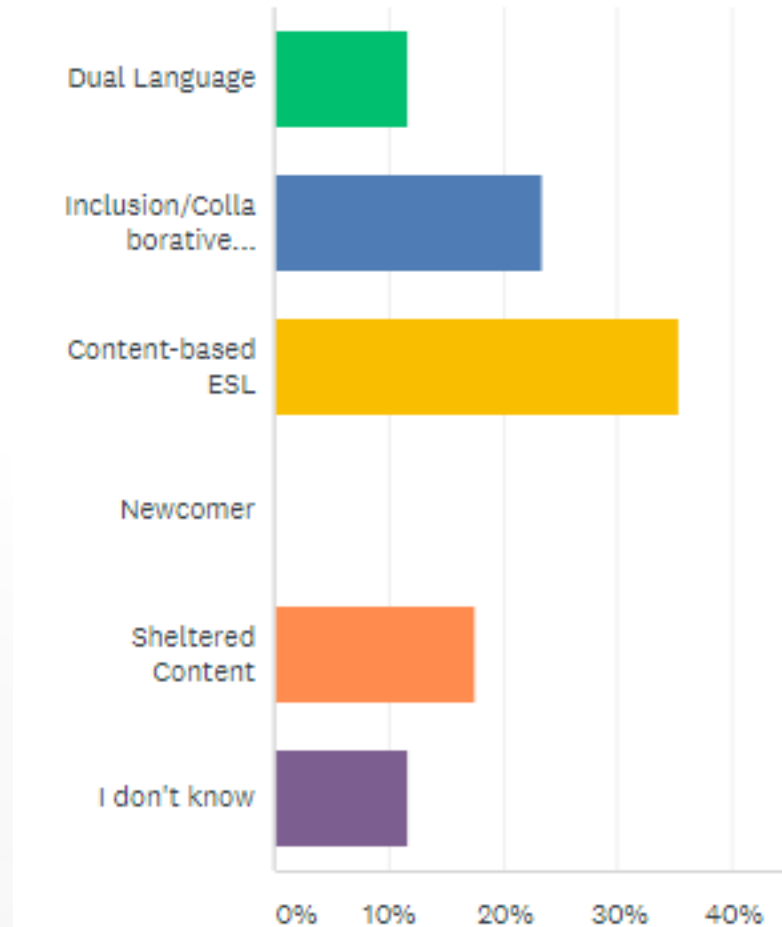
Prong 1: EL Program Model

In the District of Columbia, five program models are commonly used, each of which is considered effective by experts in the field (per requirement 1):

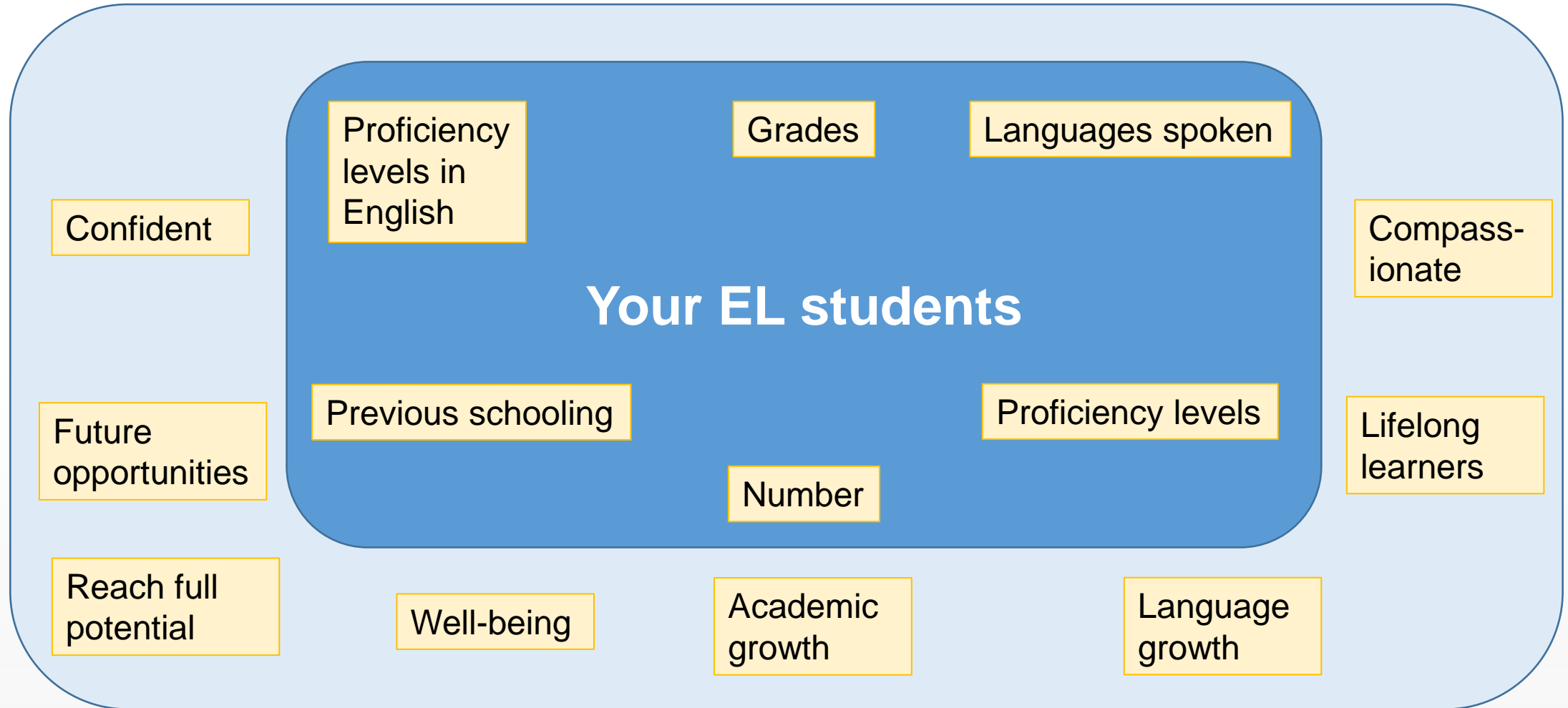
- Two-Way/Dual-Language Bilingual
- Inclusion/Collaborative Teaching
- Content-Based EL
- Newcomer Oral Language and Literacy
- Sheltered Content Program

Descriptions of each model are included in Step 1 (Educational Approach) of *Delivering Educational Services to English Learners*.

EL Program Models: Participants' Responses



What drives a school's decision of its EL program model and implementation plan?



Prong 2: Are the programs and practices (including resources and personnel) reasonably calculated to implement this theory effectively?

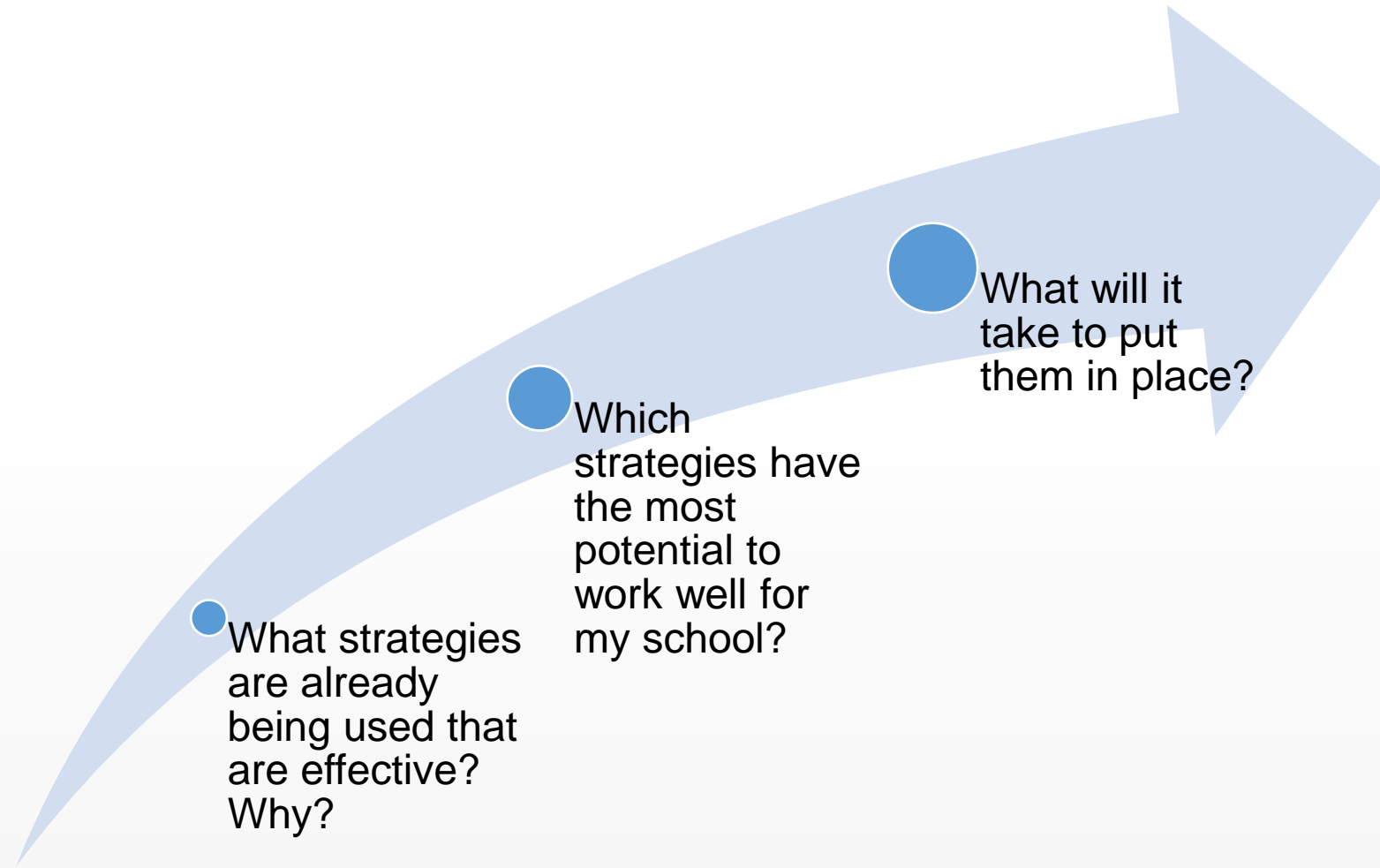
- DOJ looks at these issues among others:
 - Are ELs timely identified and properly placed in EL programs?
 - Are EL services adequate and appropriate?
 - Are curricula and materials appropriate for ELs?
 - Are teachers qualified to deliver the EL program?

Source: https://ncela.ed.gov/files/webinars/DistLearn2Webinar_FINAL_07222020_OELA.pdf

Focus Today within Prong 2

- A description of the EL program model and how it will maintain fidelity across in-person, distance learning and hybrid learning environments;
- The manner in which the LEA will provide language instruction in reading, writing, listening, and speaking to EL students during distance learning/hybrid learning environments by grade and by proficiency level; and
- The manner in which the LEA will provide EL students access to academic content by grade and proficiency level.

Workshop: Whole Group, then Breakouts



Whole group and break out work will be synthesized and shared with participants after the meeting

Using Distance Learning and Technology to Make your Program Even Better

In each section of the [Padlet](#), add one idea.

Criteria:

- Describes ONE THING you have already done successfully virtually in each area
- Provides detail about why it was successful

Fast finishers: start reading other responses. Add a response or question such as, “I like that...” or “I wonder...”

Whole Group

Vote for three ideas in Padlet (that are not your answers).

Meet at least one of these criteria:

- If implemented, has the potential to have the biggest impact on your EL students
- Takes biggest advantage of the opportunity to improve services for ELs
- Addresses the biggest area for improvement of your program

Breakout Work

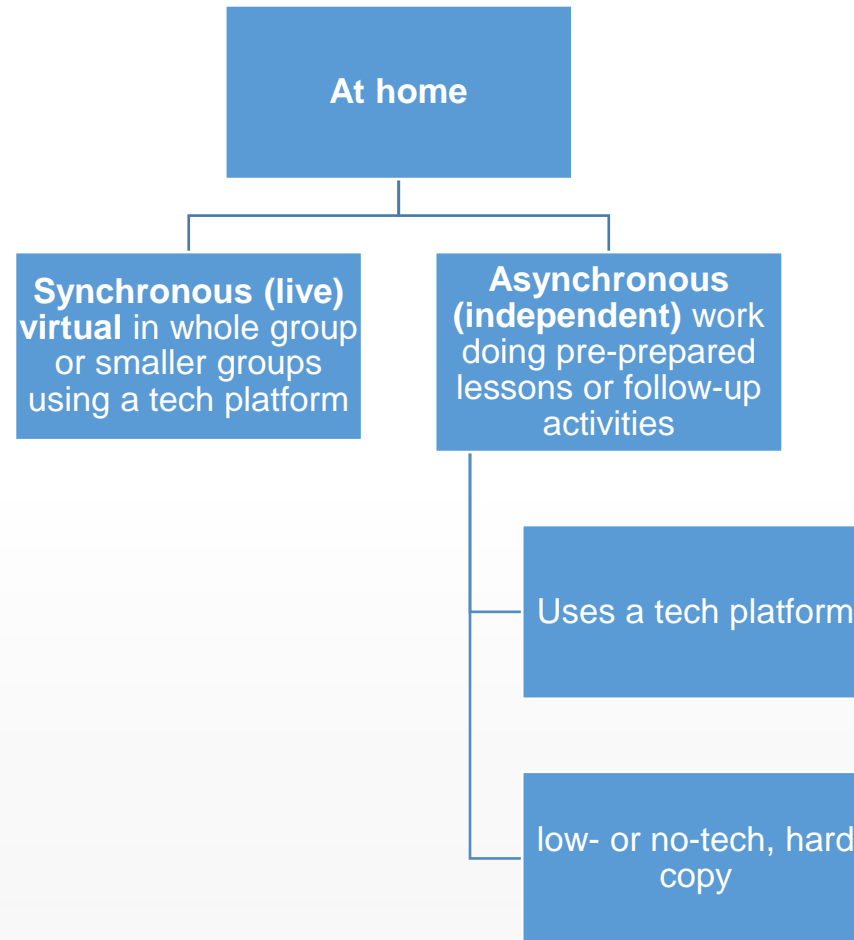
- Go to [Google folder](#) for your group's slides
- Take the top 2-3 ideas/strategies and flesh them out in your grade band.
- Complete the chart for each strategy in your group's Google slide
- Be ready to share your screen and debrief on one strategy.

Strategy/Idea	What will it take to implement	Potential challenges	Steps you can take to mitigate the challenges

Systematize Across Learning Environments

In-person, socially distanced, in the classroom, with fewer students

- Opportunities to work independently and with a partner or small group
- Explicit modeling of both the process and the language expectations
- Formulaic expressions
- Opportunities to write, read, speak, and listen



Optimize Interactions for EL Students



- **Thinking through speaking** to develop ideas and practices
- **“Holding the floor” when speaking** to explore in depth ideas, connections, and relationships
- **Listening and speaking interactively with peers** to respond to, revise, refine, and build on one another’s ideas (Walqui & van Lier, 2010)

Source: https://ncela.ed.gov/files/webinars/DistLearn2Webinar_FINAL_07222020_OELA.pdf

Exit Ticket

- Which solution can you put into action right away?
- Which solution is a longer term goal?
- https://padlet.com/jennifer_norton1/Part3WarmUpExit

Start of School Trainings: Serving English Learners

Archived Trainings: Recordings and materials for all completed summer trainings are now available at: osse.dc.gov/startofschoolpresentations, including:

- New OSSE Home Language Survey
- 2020-21 School Year New EL Coordinator Orientation
- Introduction to the Early Access to EL Data Qlik Application
- What's New for 2020-21 in the Early Access to EL Data Qlik Application
- Re-Entry to the 2020-21 School Year: Strategies and Tools for Supporting ELs: Parts 1, 2

Upcoming Trainings:

- Aug. 13: [Re-entry Strategies and Tools to Support ELs: Part 4: Use Multiple Data Sources to support EL Students and Programs](#)
- Sept. 17: [Landscape of English Learners in DC and Vision for Success](#)



2020 Kid Talk: Thursday, Aug. 13, 2020 (Virtual)

- Extension of the [Bridge to High School \(B2HS\) Data Exchange Program](#)
- Middle school and high school staff come together to discuss the academic and social emotional needs of **incoming 9th graders.**
 - **INVITED:** Counselors, special education coordinators, English learner coordinators, student support staff, school leaders.
 - Allows the receiving high school to **plan for specific student needs** before the school year begins.
- **To RSVP:** Contact Janae Eason at (202) 251-7392 or Janae.Eason@dc.gov.



Coming this Fall

- **Monthly Sheltered Instruction Observation Protocol (SIOP) PD** featuring "hands-on" simulations of activities to use in virtual instruction with ELs
- **Aug. 28:** [STEM Talks for Early Learners](#)
- **Sept. 9:** [Addressing Unfinished Teaching and Learning in Academic Content Areas: Part 1](#)
- **Aug. 24:** [Addressing Unfinished Teaching and Learning in Academic Content Areas: Part 2 for ELA](#)
- **Aug. 25:** [Addressing Unfinished Teaching and Learning in Academic Content Areas: Part 2 for Math](#)
- **Aug. 26:** [Addressing Unfinished Teaching and Learning in Academic Content Areas: Part 2 for Science](#)
- **Sept. 22:** [Addressing Unfinished Teaching and Learning in Academic Content Areas: Part 3 for ELA](#)
- **Sept. 23:** [Addressing Unfinished Teaching and Learning in Academic Content Areas: Part 3 for Math](#)
- **Sept. 24:** [Addressing Unfinished Teaching and Learning in Academic Content Areas: Part 3 for Science](#)

eWorkshops from WIDA

On-demand eWorkshops available starting Sept. 1:

- WIDA Writing Rubric
- Leading for Equity: Classroom Walkthrough
- Classroom Teachers: Engaging Multilingual Newcomers
- Developing Language for Learning in Mathematics
- Doing and Talking STEM
- Social Studies: Engaging Multilingual Learners through Inquiry



On-demand eWorkshops available starting Winter 2021:

- Engaging with the WIDA Standards: A Collaborative Approach
- School Improvement Planning for the Equitable Education of Multilingual Learners

Relevant content for you and your colleagues:

School
Leaders

ESL Teachers and
Specialists

Coaches and
Facilitators

K-12 Classroom
Teachers

Professional
Learning
Communities



Log into your WIDA Secure Portal Account for access!

OSSE Resources

- Subscribe to the monthly [Teaching and Learning PD Bulletin](#)
- [OSSE English Learner Policy and Programs](#)
- [OSSE English Learner Instructional Resources](#)
- [OSSE Dual Language](#)
- Reach out for support; we are here to help:
 - EL policy and programs: Jennifer Norton Jennifer.Norton@dc.gov
 - EL instruction and PD: Anika Harris Anika.Harris@dc.gov
 - Dual language programs: Santiago Sanchez Santiago.Sanchez@dc.gov