English-Language-Learner Literacy Under the Every Student Succeeds Act

Part of the Inside ESSA Webinar Series

Sponsored by middlebury INTERACTIVE LANGUAGES
Corey Mitchell
Staff writer, Education Week

Follow Corey on Twitter: @C_C_Mitchell
English-Language-Learner Literacy Under the Every Student Succeeds Act

Expert Presenters:

Kristina Robertson, English-learners program administrator, Roseville Area school district, Minn.

Charlotte “Nadja” Trez, executive director, English-learner services, Charlotte-Mecklenburg, N.C., school district
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
Minnesota ELs - Fast Facts

- EL population has increased by over 300% over last 20 years
- We have many newly arrived refugee populations and Students with Limited or Interrupted Formal Education (SLIFE) -
  - Hmong
  - Somali
  - Karen
- Our largest EL population is Spanish speakers and we have many dual language Spanish immersion programs, as well as immersion programs in Spanish, Chinese, German and French
- Our legislature passed the LEAPS act in 2015 which requires professional development on EL instructional strategies for ALL educators as well as tracking of SLIFE student populations.
Roseville Public Schools - EL Fast Facts

- Suburb of St. Paul, MN
- 7,616 students
- 17% EL - (1,274)
  - Spanish
  - Hmong
  - Karen
  - Somali
  - Nepali
- 14 cultural liaisons
- EL models: collaborative, co-taught, targeted language instruction, dual-language immersion, SLIFE/newcomer at high school level
- ESL licensed teachers at each school site
ESSA most obvious changes...

No Title III AMAO notification letters or plan required

Stakeholder meetings to inform new ESSA policies in MN
December 2015: Every Student Succeeds Act signed into law.

April - May 2016: Topical informational meetings. Share the ESSA law in 10 topic areas. The purpose is to share and clarify the ESSA law, gain input, and better understand stakeholder priorities.

March 2017: Submit Minnesota State Plan to U.S. Department of Education.

August - December 2016: Committees convene.

October 2016 - January 2017: State Plan preparation. MDE will draw on educator and stakeholder expertise to create Minnesota’s State Plan for implementing ESSA.


January - November 2016: Stakeholder meetings and public feedback on State Plan. The Minnesota Department of Education (MDE) will engage stakeholder groups and the public in conversations around ESSA implementation in Minnesota. Feedback will be gathered and incorporated into plan development.
Hopes

• EL student achievement will become integrated into mainstream concerns among leaders and teachers

• New data formulas will be more robust in accounting for
  ▪ EL language development by proficiency level
  ▪ Growth using scale scores
  ▪ Type and quality of language instruction program
  ▪ Length of time in program - Long-term ELs
Hopes continued

• Funding will be allocated for native language assessments

• Increased accountability for ELs language development will increase focus on quality language instruction and professional development

• Increased collaboration on ensuring quality language instruction by all teachers and evidence-based programs that support direct language instruction to level five English Language Proficiency (ELP)
Fears

• EL student achievement will become integrated into mainstream concerns among leaders and teachers
• EL students will be increasingly channeled into remedial options to “eliminate the achievement gap”
• Funding will be reduced for Title III and less direct EL funding will be available (we’ll have to “fight” for the language-based resources ELs need)
• Emphasis will be placed on speed of exiting EL programming vs. quality of language instruction provided throughout the whole day by ALL teachers
Minnesota ESSA

- Accountability moved from Title III (AMAO) into Title I
- Former ELs can be included in accountability reporting for up to four years
- Standardized EL program entry and exit procedures
- “Limited English Proficient” is now “English Learners”
- Add student groups to accountability:
  - ELs with disabilities
  - Long-term ELs (L-TELS)
- Possible to assess in student’s native language
- Promote parental involvement
Minnesota LEAPS ACT

- Minnesota law - *Learning for English Academic Proficiency and Success (LEAPS)*
  - Based on the belief that language is an asset to be built upon
  - Requires districts to conduct reading assessments in students’ native languages (guidance and tools in development)
  - Districts must collect and publish data on students’ native languages as part of performance reports
  - Bilingual and multilingual seals are offered for students who demonstrate proficiency in more than one language
  - All educators are required to participate in EL professional development

Implications

Minnesota Department of Education wants to align the ESSA requirements with our locally designed World’s Best Workforce and Multiple Measures Rating (MMR)

**World’s Best Workforce is focused on five areas:**

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

**Multiple Measures Rating (MMR)**

- Growth-based rating to measure achievement gap reduction based on ethnicity compared to white population on the Minnesota Comprehensive Assessment in reading and math
Questions

Will moving accountability out of Title III strengthen or weaken the professional development and quality instruction ELs deserve?

How can district EL leaders best advocate for an asset-based mindset for language development in an age of accountability and a deficit focus on achievement gaps?

How can EL district leaders gain control of additional Title I funds to directly meet the needs of ELs?
Reach out

If you have questions or would like to share ideas, please contact me:

Kristina Robertson
EL Program Administrator
Roseville Public Schools
kristina.robertson@isd623.org
A Blended English Language Learner Curriculum for Grades 4-10

4-5 ELEMENTARY
I, II

6-8 MIDDLE SCHOOL
Entering*, I, II, III

9-10 HIGH SCHOOL
Entering

*6-8 Entering will be released January 2017.

Visit MiddleburyInteractive.com for a course demo.
English Language Learner Literacy Under the Every Student Succeeds Act

Charlotte-Mecklenburg Schools
English Learner Services Department

Charlotte “Nadja” Trez, Executive Director
Brian Schultz, Chief Academic Officer
The EL Services department meets the individual needs of linguistically and culturally diverse students by providing equitable opportunities and advocating for every English learner in every school.
The EL Services department empowers all English learners to be globally engaged by meeting their linguistic and academic needs within their socio-cultural contexts.

We provide high-quality, rigorous, and engaging instructional supports through research/evidence-based practices. We collaborate with all stakeholders to ensure equitable access that impacts achievement and opportunity gaps, so English learners graduate college and career-ready.
Develop and implement a Multi-tiered EL Professional Development (PD) plan around the WIDA English Language Development (ELD) standards for all teachers working with ELs.
Comprehensive EL PD Plan for Schools

2016

Implementation Begins 9/5/2016
Collect BOY ACCESS, Achievement Data 8/25/2016
Review of student work and interim assessment data, review of EL Student Plans 10/28/2016
Review of student work and interim assessment data, review of EL Student Plans 3/30/2017
Review of student work and interim assessment data, review of EL Student Plans 1/23/2017
Review of EOY ACCESS, Achievement Data 6/9/2017

2017

End of Implementation 5/19/2017

9/12/2016
BOY student and staff surveys

9/5/2016 - 9/9/2016
Initial planning w/ Admin

9/12/2016 - 9/16/2016
Conduct staff needs assessment

9/12/2016 - 9/16/2016
Conduct student needs assessment

9/19/2016 - 9/23/2016
Share results of needs assessments

9/26/2016 - 9/30/2016
Conduct initial training

10/3/2016 - 10/5/2016
Identify EL leaders within the school

10/17/2016 - 12/16/2016
Follow up coaching

Coaching shadowing by EL and teacher leaders

10/31/2016 - 12/16/2016
Conduct PLC embedded training

1/9/2017 - 1/20/2017
First semester reflection w/ stakeholders

1/9/2017 - 1/13/2017
Conduct second semester training

1/17/2017 - 5/19/2017
Follow up coaching

2/6/2017 - 4/28/2017
Conduct PLC embedded training

1/5/2017 - 5/27/2017
End of year reflection w/ stakeholders

Prepared by Sarah M. Lang in collaboration with EL Services – Revised 7/12/16

Every Child. Every Day. For a Better Tomorrow.
EL Services Strategic Plan: Goal 2

Develop, share, and support the implementation of curriculum resources corresponding to ELD and content standards for all teachers of ELs. These resources will amplify the critical role language plays in the College-Career Ready Standards and increase recognition that learning the language of each academic discipline is essential to learning content. They will provide means of leveling the playing field for ELs to have access to authentic texts while supported by differentiated scaffolding strategies and tactics.
This will include, but is not limited to:

- English Language Arts grades 9-12
- Mathematics: Grade 4, Grades 6-8, and Math 1 (newly adopted standards by SBOE in June 2016)
- English as a Second Language Resource Lab at high school level
- Students with Interrupted Formal Education (SIFE) resources development correspondent to College-Career Ready standards
- TD/ESL Collaboration to write Portfolio Projects for students that incorporate EL support
Academic Content Modules

American History 1
Unit 1 Handbook
Online Supports for Unit 1

SYMBAŁOO
Academic Content Modules delivered through Blendspace

Unit 1 Day 4: Early Colonization
by Kristen Baker

Lesson Topic: Early Colonization
NC Standards: 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.4, 4.4, 5.1, 8.3

Learning Objective: Students will be able to

1. Early Colonization

2. Early Colonization Vocabulary

3. America the Story of Us: Life...

4. Use the following passage below to answer the questions in your handbook.

5. Early Colonization

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Differentiated Handbooks

Unit 1 Lesson 1.1
-Native American Society-
By Hillary Hollowood

American History I Unit 1 Lesson 1.2
-The Age of Exploration-
By Hillary Hollowood

Unit 1 Lesson 1.3
-The Columbian Exchange-
By Hillary Hollowood

American History I Unit 1 Lesson 1.4
-Early Colonization-
By Hillary Hollowood

American History I Unit 1 Lesson 1.5
-3 Colonial Regions-
By Hillary Hollowood

Unit 1 Lesson 1.6
-The Transatlantic Slave Trade-
By Hillary Hollowood

Charlotte-Mecklenburg Schools
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Beginning & Advanced Handbooks

Early Colonization

**Vocabulary**

1. Colony: a _______ or area under the full or partial control of another government.
2. Settle: Adopt a more _______ style of living.
3. Crop: a _______ that is grown for _______ or other purposes.
4. Government: the system of _______ laws, and officials that enforce them.
5. Disease: An _______ with certain symptoms.
6. Tobacco: _______ that are dried and used as the main ingredient in and other products.
7. Compact: a signed _______ agreement that binds you to do what you've agreed to.
8. Pilgrim: a person who _______ to a sacred place for _______ reasons.

**Video Questions**

1. To get by ship from England to Jamestown in 1607, you have to traverse (travel across) more than _______ miles of the worst ocean in the world, the _______. (0:15)
2. When the first settlers reached the shores of _______ Virginia and Massachusetts, the thing that struck them was the effectively unlimited extent of _______. (1:12)
3. Almost _______ of them are likely to die from local _______ which are not acclimated. (2:05)
4. They were fleeing _______ persecution, they were fleeing poverty, they were fleeing a ceiling that if you are not an aristocrat you can’t _______. (2:20)

**Notes**

**The Roanoke Colony (The Lost Colony) 1585**

_The colonists explored and reported the possibilities of settling Roanoke Island (off the coast of North Carolina). Roanoke was the first English attempt to colonize another continent._

_The colony leader, Sir Walter Raleigh, returned empty-handed and they found only the word “_CROATOAN_” carved into a tree._

**The Jamestown Settlement (1607)**

_Jamestown was the first successful English colony in America. It was settled in 1607 and became a model for future English colonies._

_The colony was led by Captain John Smith, who had to overcome 4 main obstacles in the colony._

_The settlers arrived and found a tree that said “_CROATOAN_” on it._

**(Plymouth)**

_In 1620, the pilgrims landed in _______ Massachusetts. These colonists were in search of freedom and had left the Church of _______ to come to the colonies._

_The colonists created the _______ Compact as a form of government. All colonists had a say in the rules and everyone agreed to follow them and also pledged _______. This compact would later be used as a guide for the _______. It helped Plymouth become the _______ successful English colony._

**Reading Questions**

1. The _______ Time was when the colonists in _______ did not have enough _______.
2. Colonists ate _______ and blank _______ in order to survive.
3. Some people _______ the store in Jamestown and George Percy punished them by _______ them.
Cut out the pictures below and decide which of the 3 early English colonies they belong to. Then, glue them into the box for the colony in the map on the next page. Be sure to label the colonies and other parts of the map.

1585

1607

1620

Early English Colonial Map

The __________ Colony

The __________ Colony

The __________ Colony

The Ocean
Early Colonization

Vocabulary

1. Colony: ____________________________
2. Settle: ____________________________
3. Crop: ____________________________
4. Government: _______________________
5. Disease: ___________________________
6. Tobacco: _________________________
7. Compact: _________________________
8. Pilgrim: __________________________

Video Questions
1. To get by ship from England to Jamestown in 1607 you have to traverse (travel across) more than ________ miles of the worst ocean in the world, the _____________. (0:15)

2. When the first settlers reached the shores of ____________, Virginia and Massachusetts the thing that struck them was the effectively unlimited extent of _____________________________. (1:12)

3. Almost ________ of them are likely to die from local ____________ which they are not acclimated. (2:05)

4. They were fleeing ____________, persecution, they were fleeing poverty, they were fleeing a ceiling that if you are not an aristocrat you can’t _________. (2:20)

You are a settler in Jamestown in 1607. Write a letter home to someone in England describing the new colony and your life there using at least 5 of the vocabulary words above.

The Roanoke Colony (The Lost Colony) 1585
Sir Walter ____________ explored and reported the positives of settling Roanoke Island (off the coast of ____________). Roanoke was the first English attempt to colonize _____________.

Once the colony was ____________ leaders returned to England for supplies. When they came back to Roanoke 3 years later, the site was empty and they found only the word "___________" carved into a tree. Because of this, Roanoke is called "___________."

The Jamestown Settlement (1607)
Jamestown was settled inside of the ____________ Bay in Virginia. The colony was led by Captain ____________ who had to overcome 4 main obstacles in the colony.

1. Native Americans: Tribes became violent when the ____________ settled in their good hunting _____________.

2. Weather: Colonists were not prepared for the harsh ____________, and many became sick or ____________ during this time. Others resorted to eating important ____________ or even other colonists’ ____________.

3. Disease: Lack of ____________, a new climate, dirty ____________, and close living quarters increased sickness.

4. Government: Early lack of leadership allowed settlers to search for ____________ instead of growing crops and building ____________.

Jamestown overcame these obstacles and became the first successful English colony in America. What helped Jamestown survive?
1. The way it was built: the ____________ fort kept ____________ out.

2. Native Americans: After making ____________, with local tribes, the ____________ tribe helped them get the food they needed to survive.

3. Tobacco: The Virginia climate allowed settlers to grow ____________ to sell in England making them a lot of _____________.

4. More people: More people came to settle in Jamestown than were ____________ as the colony became more _____________.

Plymouth
In 1620 pilgrims landed in ____________, Massachusetts. These colonists were in search of ____________ and had left the Church of ____________ to come to the colonies.

The colonists created the ____________, Compact as a form of government. All colonists had a say in the rules and everyone agreed to follow them and also pledged ____________ to the King. This compact would later be used as a guide for the _____________. It helped Plymouth become the _____________.

Reading Questions
1. What were 3 things that colonists in Jamestown ate during “The Starving Time?”

2. Why were colonists forced to eat these things as food?

3. If you were a colonist in Jamestown during “The Starving Time” would you have done the same things they did to survive? Why or why not?
ELA Lessons

English I

THE MOST DANGEROUS GAME
RICHARD CONNELL

Lesson Developed by:
Emily Chaskelson, Rebecca Costales, Haley Houghton, Deborah Masters

English II

Harrison Bergeron
2081
EVERY PERSON WILL BE MIND.
A CHILLING VISION OF THE FUTURE

Lesson Developed by:
Charlotte-Mecklenburg Schools, Emily Chaskelson, Deborah Masters

Anne Bradstreet

How did the time period Anne Bradstreet lived in influence her values and her writing?

English IV

Beowulf

Lesson Developed by:
Emily Chaskelson & Deborah Masters

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LESSON PLAN TEMPLATE

CLASS & UNIT:
TEXTS & TOPICS:

ESSENTIAL QUESTIONS:
I CAN STATEMENTS:

LESSON OVERVIEW
Daily Activities (EX: Bell-Ringer, Daily Reading, etc.)
Lesson Format: How many days of instruction and description of lesson content.
Day 1: Brief description
Day 2: 
Day 3: 

WHOLE GROUP INSTRUCTION

INSTRUCTIONS

DIFFERENTIATION

CCSS

Group 1: (Novice)

Group 2: (Intermediate)

Group 3: (Advanced)

INDEPENDENT FOCUS LESSONS: Create stations for students to rotate through on various topics such as Vocabulary, etc. (SAMPLES ARE LISTED BELOW)

AUTHOR STUDY

FIGURATIVE LANGUAGE

POETRY READING

WRITING

CCSS

Instructions:

Instructions:

Instructions:

Instructions:

DIFFERENTIATION:

DIFFERENTIATION:

DIFFERENTIATION:

DIFFERENTIATION:

LESSON WRAP-UP/EXTENSION ACTIVITIES
3 Moment Lesson Design

- PREPARING LEARNERS
- INTERACTING WITH CONCEPTS AND TEXTS
- EXTENDING UNDERSTANDING

Based on the 3 Moment Lesson Design from WestEd Quality Teaching for English Learners, this lesson is one in a series created by the EL Services Curriculum Design Team from Charlotte Mecklenburg Schools (CMS).

Charlotte-Mecklenburg Schools
Every Child. Every Day. For a Better Tomorrow.
Spiraling Curriculum Model

Title III/ELL Services – ESL Curriculum Development Team

Every Child. Every Day. For a Better Tomorrow.
Digital Tools for ELs: The iPad Tray Project
Charlotte Mecklenburg Schools

15 Lessons for SIFE Students & True Beginners
SIFE Novice Basic English Lesson #2
Personal Information & Countries and Nationalities

http:// ComboBoxE.com/harwick/cttw

Charlotte Mecklenburg Schools
EL Services

http:// ComboBoxE.com/harwick/cttw

http://ComboBoxE.com/harwick/cttw

Council of the Great City Schools Conference
Miami, Florida, October 2016

American History I

http:// ComboBoxE.com/harwick/x23Y

http://s goofy.com/KB kueE

http://s goofy.com/pt3DV

https://goo.gl/sXKHpR

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CMS English Learners will have access to an innovative technology-integrated language learning environment via various technology integration projects, such as the iPad Cohorts and a SIFE iPad project. This will allow students to have ample opportunities to acquire English language while inspiring and nurturing learning, creativity, and innovation.
The selected student sample will increase their language proficiency levels at 1) a higher expected growth rate than those who are not in the iPad cohort, or 2) higher than the target set by SBOE. (ACCESS progress and proficiency).
iPad Project Showcase
The SIFE (Students with Interrupted Formal Education) iPad Project

1. Identify students and tutors for SIFE iPad Project
2. Load apps/websites onto iPads
3. ESL Tech Team and Transition Teachers provide training for tutors
4. Distribute/collection iPad agreements to SIFE students
5. Distribute iPads to identified SIFE students and record initial student interviews
The SIFE iPad Project

1. **SIFE students begin using iPads**
2. **Provide coaching to tutors on instructional strategies, curriculum, apps, etc. (ongoing)**
3. **Tutors monitor student iPad use and progress on instructional goals**
4. **Collect data (EOY interviews, ACCESS score growth, etc.) showing student growth**
5. **Reflect on SIFE iPad Project and make changes and improvements for next year**
CMS will partner and collaborate with national researchers such as Wisconsin Center for Education Research (WCER) to collect, analyze, and triangulate EL-related data to make informed programmatic decisions as related to English Learner education.
EL Services Strategic Plan: Goal 5

CMS EL Services will collaborate with all stakeholders to provide EL students equal opportunities to participate in rigorous instructional programming by:

• Designing and supporting the implementation of school-level Language Instruction Educational Programs (LIEPs) that are reasonably calculated.

• Enabling EL students to attain both English proficiency and parity of participation in the standard instructional program within a reasonable period of time.
EL Services Strategic Plan: Goal 5

- Providing EL programs that ensure EL students’ access to their grade level curricula to meet promotion and graduation requirements.
- Expanding opportunities for ELs to participate in curricular, co-curricular, and extracurricular activities.
- Determining, through the Graduation Success Initiative (GSI), the current percent of students with a complete and appropriate schedule.
Instructional Leadership Teams

• Are focused primarily on instruction.

• Lead the school’s effort at supporting the improvement of teaching and learning.

• Make decisions about the school’s instructional program.

• Lead and monitor the implementation of a sound instructional focus on the Common Core.
North Star Reading Partners Initiative

North Star Extension Serves SIFE Students
Charlotte “Nadja” Trez
Executive Director
charlottes.trez@cms.k12.nc.us
980-343-3287
980-417-4107
A Blended, Supplemental English Learner Curriculum for Grades 4-10

<table>
<thead>
<tr>
<th>ELL</th>
<th>4-5 ELEMENTARY</th>
<th>6-8 MIDDLE SCHOOL</th>
<th>9-10 HIGH SCHOOL</th>
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<td>I, II</td>
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<td>Entering</td>
<td></td>
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</tbody>
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*6-8 Entering will be released January 2017.

Visit MiddleburyInteractive.com for a course demo.
Middlebury Interactive’s English Learner Pedagogical Approach

Grounded in the language pedagogy of Middlebury College’s Language Schools, Middlebury Interactive’s supplemental, blended ELL courses:

- Are research- and social learning-based.
- Teach academic English through rigorous academic content.
- Provide a framework and structure for classroom teachers to support ELLs.
- Include professional development to support varied classroom implementations.
Unique ELL Course Features

- On-grade level content to teach academic English
- Adaptable modular structure and flexible implementations
- Project-based learning to encourage social interactions
- Culturally inclusive for students to share unique backgrounds
- Challenging content to boost student learning outcomes
Visit MiddleburyInteractive.com to:

Schedule a Demo

Read Success Stories

Download Classroom Resources

Learn More About Our ELL Curriculum
Explore our digital English language curriculum through a guided demo.

REQUEST DEMO
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
English-Language-Learner Literacy Under the Every Student Succeeds Act

Required Reading from *Education Week*:

FREE!

**Spotlight on English-Language Learners**

In this Spotlight, explore what research tells us about teaching ELLs, learn how schools can build relationships with the families of ELLs, and read how schools are keeping ELL students on track to graduate.

[Read more](#)