

# Louisiana Believes

---

English Learner Guidebook  
for Site and System Leaders  
November Collaborations 2017

# Session Objectives

As a result of this presentation, site and system leaders will **use the Guidebook to:**

- Identify strategies for implementing strong instructional practices for ELs;
- Self-assess their current strengths and weaknesses in implementing each strategy; and
- Develop key actions to improve their ELs outcomes during the 2017-2018 school year.

# Vision for English Language Learners

- Louisiana believes that all students, including English learners, deserve an education that prepares them to be independent and successful in life after high school.
- Acknowledging the diverse and rich language experiences they bring to school, English learners can achieve academic success through a clear and concise **alignment of standards, instructional resources, and quality assessments.**

# Opening Activity

**What does a successful language program for English Learners look like?**

Discuss this question with your shoulder partner;

write down your thoughts on a sticky note; and

place sticky note on chart.



# English Learners

## English Learners:

- come from very diverse backgrounds, with rich perspectives both culturally and linguistically;
- bring to their learning a vast set of experiences and knowledge-base from which to draw as they engage in the learning process in a new language.
- have the same potential as any student to engage in complex tasks and possess the ability to master content at the same high levels of expectation as any of their English speaking peers.
- Just like all other students, English learners can achieve academic success through a clear and concise **alignment of standards, instructional resources, and quality assessments.**

# A Case for Change

**As students in Louisiana make academic gains and demonstrate higher levels of achievement, the achievement gap of EL remains constant with little signs of improvement.**

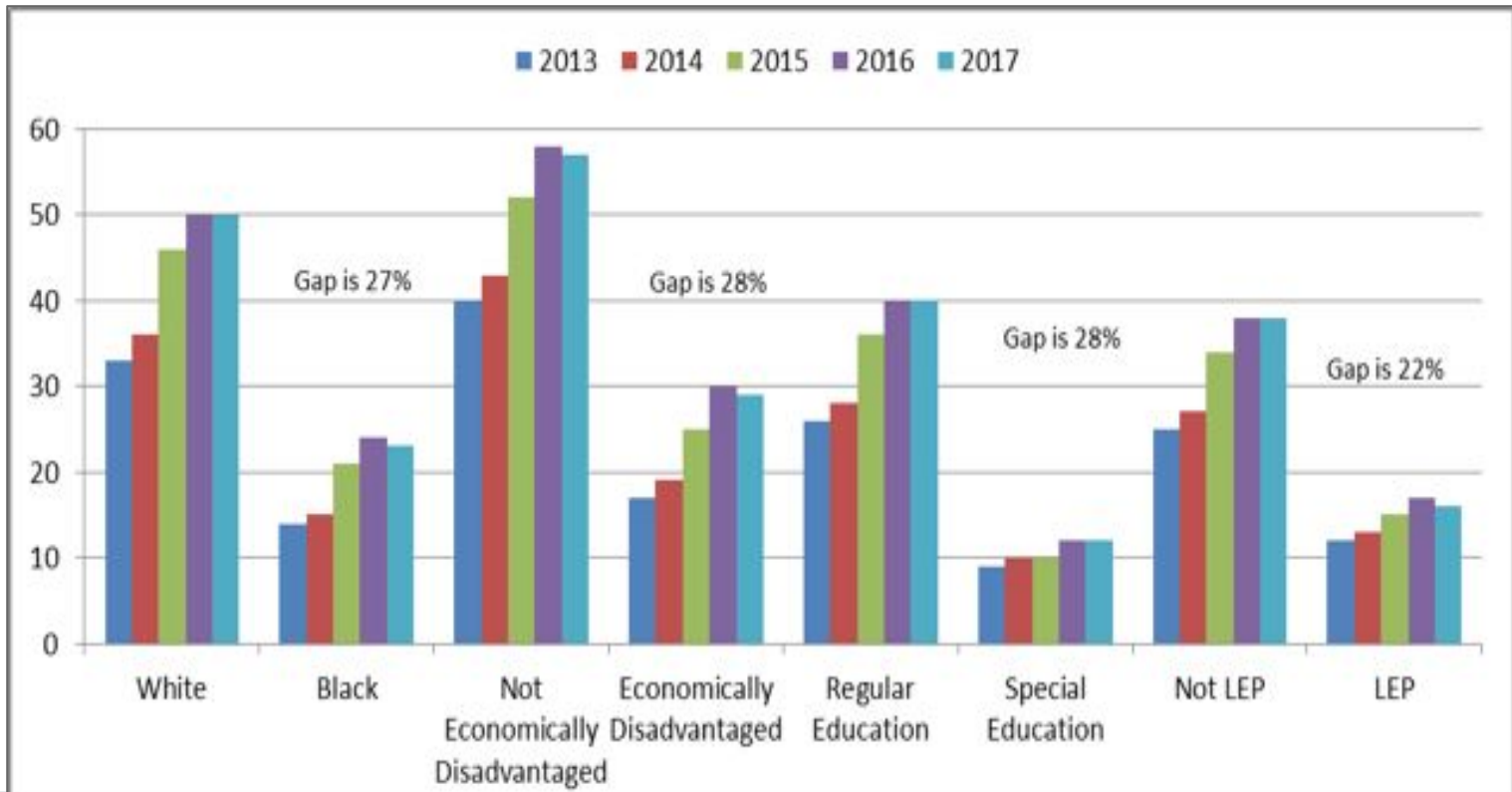
## 2017 LEAP Assessment Results

Percent of Students Scored Mastery and Above  
for Subgroups Combining ELA, Math and Science

District	Subgroup	(2015)	(2016)	(2017)
Statewide	All Students	29%	33%	33%
Statewide	English Learners	12%	14%	13%

# Focus on Persistently Struggling Subgroups

Additionally, in schools across the state, subgroups of students are being left behind. It is imperative that we identify where subgroups of students are falling behind and focus our efforts and resources on accelerating their growth.



# Build a Plan: Persistently Struggling Subgroups

School systems are required, per ESSA, to submit a plan to help persistently struggling schools and subgroups of students.

Strong plans:

- **Align** to school systems' needs assessment, and
- **Leverage** evidence-based strategies and interventions that have been proven to significantly improve outcomes for students.



# EL Guidebook

In our continued efforts of providing resources and supports to LEAs and teachers, the department has developed guidance around “effective, researched-based practices and programs” for English learners that when implemented well, has the potential to fulfill our vision.

The Guidebook positions and support LEAs to go beyond mandates of Federal Civil Rights Laws, to implement dynamic, on-level, equitable instruction that will lead to closing academic achievement gaps and opening doors of opportunity to the English learner.

# Strategies to Implement Effective EL Programs

## LIKE ALL STUDENTS, ENGLISH LEARNERS NEED:

Strategy 1	Access to high quality, rigorous and on-level instruction and curriculum
Strategy 2	Access to strategic interventions when they are struggling
Strategy 3	Ongoing monitoring of student progress through formative and summative assessments
Strategy 4	A team approach towards meeting goals and ultimate success

# EL Guidebook: Let's Examine

## JIGSAW ACTIVITY OVERVIEW

**Numbered Heads 1-4**  
**form groups of like numbers**

- Each tabletop has a section of the EL Guidebook; and
- examine, discuss, reach a consensus and report to entire group.

**TASK:** Examine EL Guidebook and report on specific strategy

1. Identify strategy
2. What are some characteristics of this strategy?
3. Provide an example
4. Rate your LEAs or schools; 1-5 on specific strategy

### Team Roles

Task Monitor-

Reporter-

Time Keeper-

Scribe-

# STRATEGY 1:

## Access to High-quality, Rigorous, On-level Instruction and Curriculum

LIKE ALL STUDENTS, ELS NEED:	BUT ELS NEED MORE:	RESOURCES
Access to high quality, rigorous and on-level instruction and curriculum	<ul style="list-style-type: none"><li>✓ scaffolds for comprehensible input and output</li><li>✓ evidenced-based teaching and learning strategies that support language learning</li></ul>	<ul style="list-style-type: none"><li>● <a href="#">Newcomers</a></li><li>● <a href="#">Best Practices</a></li><li>● <a href="#">Academic Instruction</a></li></ul>

# STRATEGY 2:

## Access to Strategic Interventions

LIKE ALL STUDENTS, ELS NEED:	BUT ELS NEED MORE:	RESOURCES
Access to strategic interventions when they are struggling	<ul style="list-style-type: none"><li>✓ evidenced-based strategies specific to language learning</li><li>✓ specialized language programs</li></ul>	<ul style="list-style-type: none"><li>● <a href="#">Tier 1 &amp; 2</a></li><li>● <a href="#">Specialized Language Program</a></li><li>● <a href="#">Academic Instruction</a></li></ul>



# STRATEGY 3: On-going Monitoring of Student Progress

LIKE ALL STUDENTS, ELS NEED:	BUT ELS NEED MORE:	RESOURCES
on-going monitoring of student progress through formative and summative assessments	<ul style="list-style-type: none"><li>✓ modifications and accommodations</li><li>✓ L1 assessments</li></ul>	<ul style="list-style-type: none"><li>● <a href="#">Formative Assessment</a></li><li>● <a href="#">Tracking Progress</a></li></ul>

# STRATEGY 4:

## A Team Approach Towards Success

### LIKE ALL STUDENTS, ELS NEED:

a team approach towards meeting goals and ultimate success

### BUT ELS NEED MORE:

- ✓ Language supports across disciplines
- ✓ a specialized language program that accelerates English proficiency and academic language
- ✓ programs carried out in home language or interpretation provided
- ✓ translation of school documents and event notifications
- ✓ responsive to the cultural experiences of the families

### RESOURCES

- [Family Resources](#)
- [Strong Parent/Educator Relationships](#)

# Closing Activity

What does a successful language program  
for English Learners look like?

Re-visit sticky notes and discuss with your shoulder partner:

*Did your answers change, in what way?*

*What improvements can we make NOW?*

SHARE OUT

# We Can Change the Outcomes of English Learners

- Provide all teachers in all classrooms with **access to high-quality curriculum** and help them use it well.
- Provide **ongoing professional development** for teachers to equip them with knowledge of effective strategies in teaching Els.
- Provide **internal structures** to allow opportunities for teachers to learn and work together.
- Have a system to ensure **ongoing accuracy and consistency in all classroom observations** and **use classroom observation data** to help all teachers improve their practice.
- Create **structures and opportunities to engage all families** in their child's education.