

Louisiana Believes

English Learner Guidebook
January/February Collaborative Meetings
2018

Session Objectives

As a result of this presentation, school-site 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.**

Theory of Action

High-quality and effective learning for English learners is integrated within a comprehensive school-wide model; one where:

- English learners receive core, standards-based instruction along with their English speaking peers,
- Progress monitoring is an ongoing practice to support and accelerate instruction
- Well-implemented, dual language/two-way immersion programming is available in schools that serve established English learners of one common language.

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.

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.

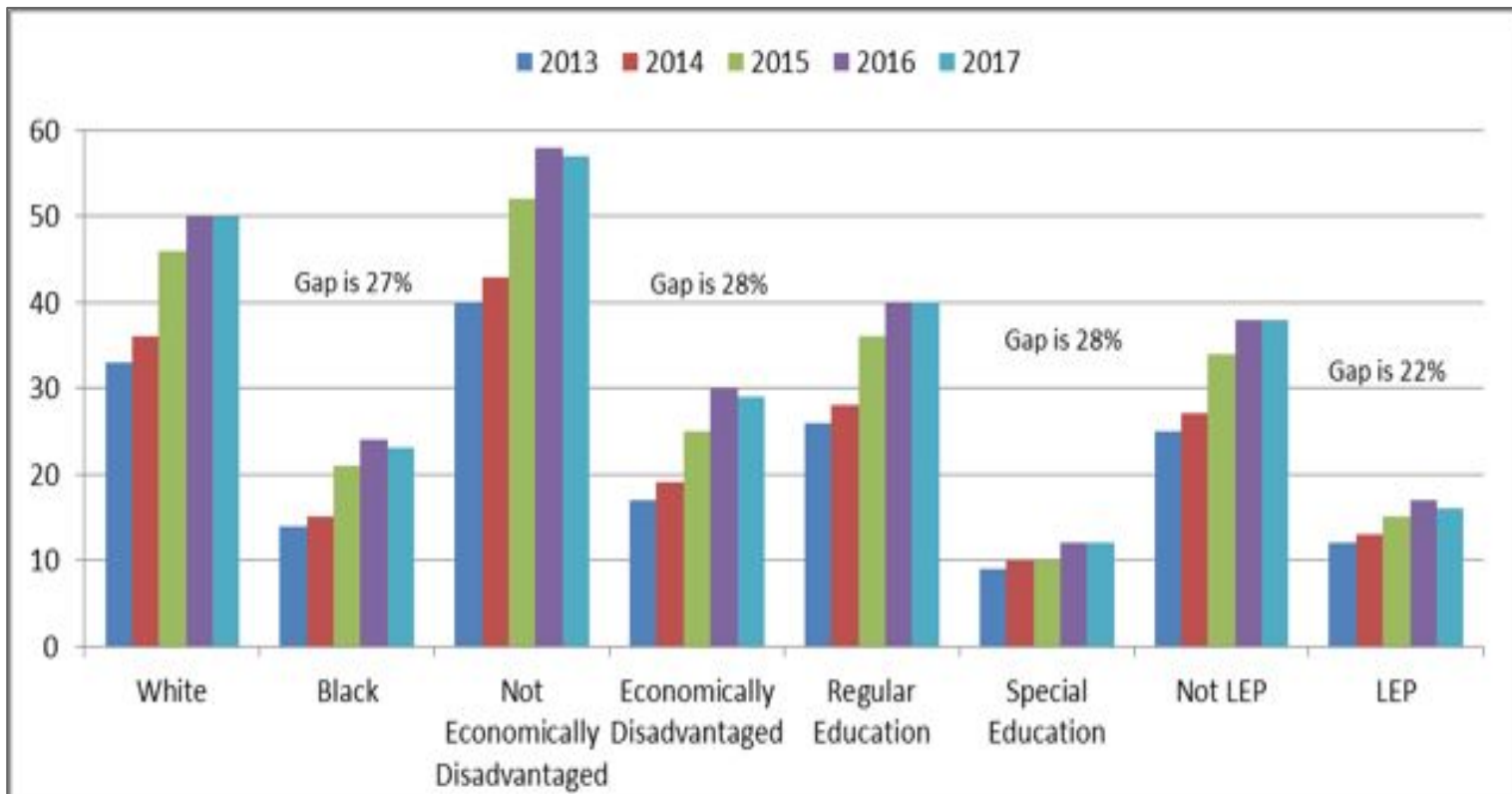
2017 LEAP Assessment Results

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

Current statewide data demonstrates the challenge facing LEAs and educators to meet the needs of their English learner population and disproportionate outcomes.



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.**

Build a Plan

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: Changing the Trajectory of English Learners

- Guidance to system leaders and school-site leaders to go beyond mandates of Federal Civil Rights Laws to implement strategies that provide English learners with equal access and opportunity to high-quality learning
- The strategies described throughout the document are grounded on researched-based practices of **effective instruction and successful school models** for English learners.

EL Guidebook: Let's Examine

JIGSAW ACTIVITY OVERVIEW

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

- Each group has a section of the EL Guidebook
- Examine, discuss, and report to entire group
- Rate your implementation of component

TASK: Examine EL Guidebook and report on specific component

1. Summarize component
2. Rate your LEAs or schools; 1-5 on implementation of component
3. Identify action steps towards implementing component

Strategy 1: High-quality Learning

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

Strategy 1: High-quality Learning

LIKE ALL STUDENTS, ELS NEED:	BUT ELS NEED MORE:	RESOURCES
Additional Supports; academic and language	<ul style="list-style-type: none">✓ scaffolds for comprehensible input and output✓ evidenced-based teaching and learning strategies that support language learning	<ul style="list-style-type: none">● Newcomers● Best Practices● Academic Instruction

Strategy 2: Progress Monitoring to Support and Accelerate Instruction

LIKE ALL STUDENTS, ELS NEED:	BUT ELS NEED MORE:	RESOURCES
Ongoing monitoring of student progress through formative and summative assessments	<ul style="list-style-type: none">✓ modifications and accommodations✓ L1 assessments✓ evidenced-based strategies specific to language learning✓ specialized language programs	<ul style="list-style-type: none">● Formative Assessment● Tracking Progress● RTI for ELs● Appropriate use of screening and progress monitoring tools● Small group Instruction for Diverse Learners

Strategy 2: Progress Monitoring to Support and Accelerate Instruction

LIKE ALL STUDENTS, ELS NEED:	BUT ELS NEED MORE:	RESOURCES
Ongoing professional development and collaborative planning time	<ul style="list-style-type: none">✓ Language supports across disciplines✓ a specialized language program that accelerates English proficiency and academic language	<ul style="list-style-type: none">● The Enabler of Change● Reimagining the School Day● Content-based Instruction● Effective PD

Strategy 3: Two-way/Dual Language Programs

Additive Instruction not Subtractive		RESOURCES
<p>Well-implemented, dual language/two-way immersion programming should be available in schools that serve established English learners of one common language.</p>	<ul style="list-style-type: none">✓ Research validates best type of programming to close EL achievement gap.✓ a specialized language program that accelerates English proficiency and academic language	<p><u>Two-way/Dual Language</u></p>

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 core instruction and tier 1 curriculums** 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.