

The following is a compilation of the questions from the EL Community of Practice March 2022 session. If you have questions beyond those here, please contact alice.garcia@la.gov or margaret.piccoli@la.gov.

Question	Answer
1. Can the state create a mandate for teachers to write/have language objectives?	We cannot. There are no mandates of this type in our policies or bulletins. While we know it is challenging to get teachers to do something new, it might benefit them to see how it is a best practice and will improve the achievement of all students but especially ELs.
2. Can the state create on-demand PD videos for things like the <i>how</i> , <i>what</i> , and <i>why</i> of language objectives?	<p>I have included a couple of articles that discuss the importance of using language objectives in a content-based classroom. One article shows the impact of how adequate training on how to write language objectives makes a difference in the teaching of content to emergent ELs.</p> <p>The Role of Language Objectives: Strengthening Math and Science Teachers’ Language Awareness with Emergent Bilinguals in Secondary Classrooms</p> <p>Keeping the Language Focus in Content-Based ESL Instruction Through Proactive Curriculum-Planning</p>
3. Could LDOE add language objective examples to the glossary?	Yes, I have added a piece about including a language objective in a new section titled lesson preparation. I will also include a few language objective examples.
4. Is it a best practice to use a participation rubric for newcomer ELs with low English proficiency?	<p>I would need to see examples of the rubrics being used. However, rubrics are an excellent way to scaffold content and language expectations. It also creates benchmarks that students can see a clear progression of their knowledge and skills.</p> <p>Keep in mind that students should still be able to participate in their content classes, so make sure that these rubrics are giving them ample opportunities to access the content and develop their language abilities.</p>
5. How can a school system move up a level in Lau Support categories?	The best way is to review the feedback that you received on your Lau Plan Feedback form. Address any pressing concerns and then look closely at suggestions for

	programming, monitoring, staffing, and PD. Look too at the descriptions of the categories above your school system's for direction.
6. Are there specific colleges/universities that they must attend for their teaching certification?	Not really. The college or university must be nationally accredited, the work completed with a grade C or better. Email our certification team if you have additional questions: certification@la.gov .
7. Can teachers take classes from online universities like the University of Phoenix to earn their certification?	Generally, yes. See the answer to question #6 for more information. For initial certification, one must have completed a teacher preparation program that included student teaching/internship or experience in lieu of student teaching/internship.
8. How do you create cooperative learning in a virtual classroom?	Learning in a virtual classroom is challenging for all learners. For our ELs, it means less comprehensible input and less opportunities for output. I have included an article from TESOL that recommends 6 scaffolds to support ELs in a virtual classroom .
9. Will there be sessions at Teacher Leader Summit specific for ELs?	Yes! There will be a few including one on <i>Lau Plans: Next Steps, Evaluating EL Programs, Sheltered English Instruction, 6 Principles for Exemplary Teaching of English Learners, ELPA21 Educator Toolkit, and Creating Equitable Classroom Communities and Learning Communities</i> .