ENSURING EQUITY FOR ENGLISH LEARNERS

Kate R. Allman, Ph.D.
Towson University, College of Education

AGENDA

- English Learners in Maryland

- Required EL Program Elements

- Best Practices & Recommendations

- Resources

- Additional Questions: Contact

How do you see schools around you supporting English Learners?

Required Supports for ELs

- All children in the US, regardless of their immigration status, have the right to a free and appropriate public education, and like any public school, charters must ensure ELs receive one.
- Schools are required to develop a program that not only teaches English to ELs, but also addresses grade-level academic content. Language support must continue until the child no longer has a barrier to learning due to his or her English language skills.

Required Supports for ELs

- While there are rigorous federal requirements regarding the components of such a program, charter school leaders also have significant flexibility in designing that program.
- Even if you do not anticipate having many ELs (or none at all), it is your obligation to thoughtfully develop this section. The reviewers will look for a coherent plan for delivering services to ELs, and the interviews will include questions about your plan.

Title III of ESSA: Language Instruction

" *Title III of the Every Student Succeeds Act (ESSA) of 2015 provides Federal financial support to state and local educational agencies to supplement English language development programs (ELD) in order to ensure that all English Learners, including immigrant children and youth, attain English proficiency and develop high levels of academic language achievement in English, and achieve at high levels in academic subjects so that all English learners (ELs) can meet the same challenging academic standards that all children are expected to meet.*"

Code of Maryland Regulations (COMAR)

13A.05.07.03

.03 Programs for English Learners.

A. Each local school system shall establish an English language development program for those students who have been identified as ELs by means of a home language survey as well as the State-approved English language proficiency placement assessment.

B. The English language development programs shall contain the following components:

(1) Goals;

(2) Student identification;

(3) Student placement;

(4) Curriculum and instruction;

(5) Certified English for Speakers of Other Languages (ESOL) teachers;

(6) Materials of instruction;

(7) Facilities;

(8) Program delivery models;

(9) Parent and community involvement;

(10) Support services;

(11) Exit criteria; and

(12) Program evaluation.

Code of Maryland Regulations (COMAR)

(continued from previous slide)

C. A student who has been identified as an EL shall:

(1) Be placed in an English language development program; and

(2) Be evaluated each year on the State-approved summative English language proficiency assessment in listening, speaking, reading, and writing to determine EL status.

D. The English language development program shall include the following standards:

(1) English language learners communicate for Social and Instructional purposes within the school setting.

(2) English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

(3) English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.

(4) English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.

(5) English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

E. Local school systems shall adopt policies and procedures to ensure that there is an English language development program and that the program meets the requirements of this chapter.

EL Program Components

1: Educational Approach

2: Staffing and Resources

3: Parent Engagement

4: Program Evaluation

STEP 1: Educational Approach

Which educational approaches for providing English language development services through a meaningful language assistance program do you implement?

- Two Way/Dual Language Bilingual Program
- Inclusion/Collaborative Teaching
- Content-Based EL
- Newcomer Oral Language and Literacy Program
- Sheltered Content Program
- SIOP (Sheltered Instruction Observation Protocol)

Differentiated Instruction for English Learners
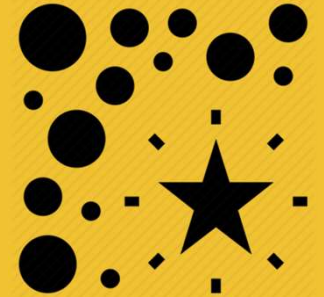
- Most schools with a small % of ELs in their school are best served through the systematic development of linguistically-affirming and differentiated instruction for English Learners.
- These practices support:
  - The development of culturally- and linguistically-affirming teacher dispositions and attitudes.
  - The development of English language skills within content areas.
  - Literacy development in students' home languages.
  - Social and emotional development of English Learners.

Differentiated Instruction for English Learners

Differentiating Instruction and Assessment for English Language Learners
A Guide for K-12 Teachers

Shelley Fairbairn
Stephaney Jones-Vo

ALLYN & BACON RESOURCES FOR TEACHING ENGLISH LEARNERS

Teaching Reading to English Language Learners
Differentiated Literacies

Socorro G. Herrera • Della R. Perez • Kathy Escamilla
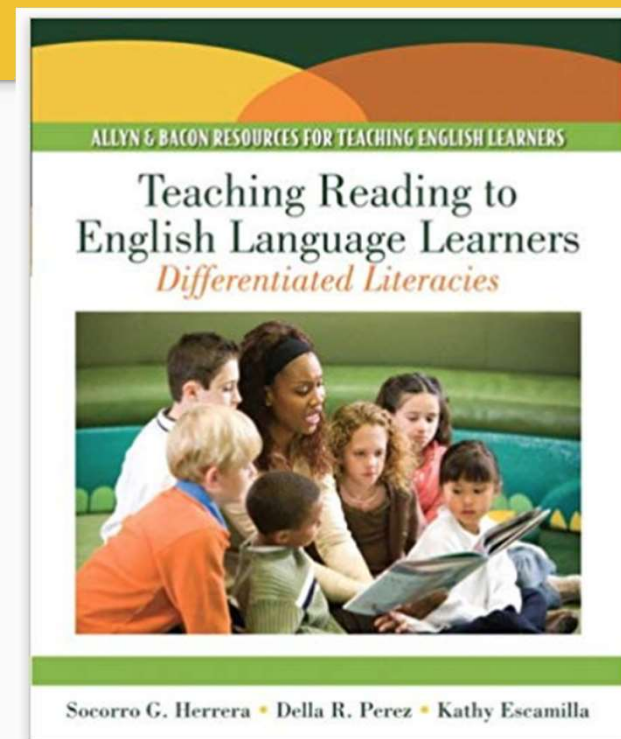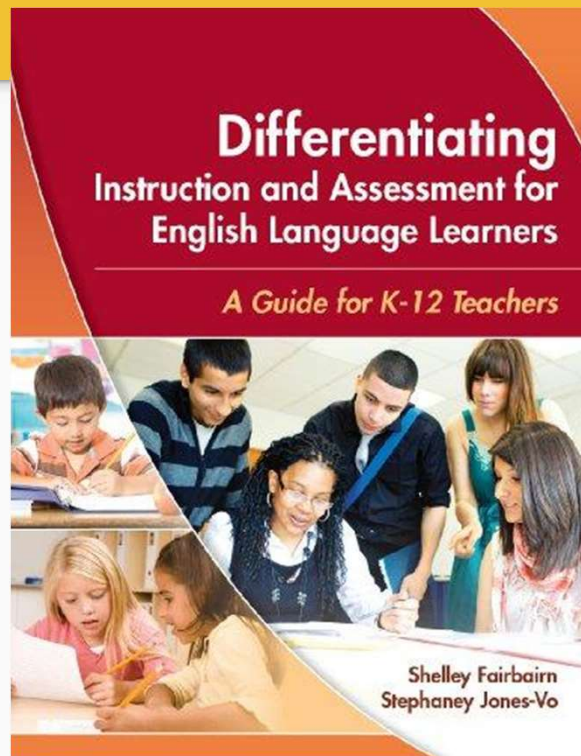
Differentiated Instruction for English Learners

Includes:
- Teacher Stance Towards ELs
- Differentiated Design
- Differentiated Teaching

Building Equity Literacy

Abilities	Examples of Associated Knowledge and Skills
1. Ability to **Recognize** even the subtlest biases and inequities	**Equity literate educators:** • notice subtle bias in learning materials and classroom interactions; • show curiosity about ways school policy and practice might disadvantage some students in unintentional (or intentional) ways; and • reject deficit views that outcome inequalities (like test score disparities) are the result of the cultures or mindsets of students of color, students experiencing poverty, or other marginalized-identity students.
2. Ability to **Respond** to biases and inequities in the immediate term	**Equity literate educators:** • develop the facilitation skills and content knowledge necessary to intervene effectively when biases or inequities arise in a classroom or school; • cultivate in students the ability to analyze bias and inequity in classroom materials, classroom interactions, and school policies; and • foster conversations with colleagues about equity concerns in their schools.
3. Ability to **Redress** biases and inequities in the long term	**Equity literate educators:** • advocate against inequitable school practices like racially or economically biased tracking and advocate for equitable practices; • never confuse *celebrating diversity* with *equity*, such as by responding to racial conflict with cultural celebrations; and • teach about sexism, poverty, racism, ableism, transphobia, and heterosexism.
4. Ability to **Create and Sustain** bias-free and equitable classrooms, schools, and institutional cultures	**Equity literate educators:** • express high expectations for through higher-order pedagogies; • consider how they assign homework and communicate with families, understanding that students have different levels of access to resources like computers and the Internet; and • prioritize consideration of the needs, challenges, and barriers experienced by students who are from marginalized groups in each discussion and each decision about classroom, school, or district policy and practice.

by Paul Gorski for EdChange and the Equity Literacy Institute. Revised November 26, 2017.

Culturally- and Linguistically-Affirming Instruction

- Culturally- and linguistically-affirming instruction builds from the belief that students' home cultures and languages add to the school community and are invited to enrich the class's learning experiences.
- Instead of perceiving students' home language from a subtractive approach (discouraged in schools), students' languages are approached from an additive approach.

Culturally- and Linguistically-Affirming Teacher Stance

- Teachers are trained to:
  - Understand the diversity of students' home cultures and languages in their classroom.
  - Recognize the negative impact of subtractive approaches to language instruction and highlight the positive contributions that their students' linguistic diversity brings to the classroom.
  - Encourage students to bring their full linguistic repertoires into the classroom as students develop their English and content area knowledge.

Basics of Differentiated Instruction

Teachers should differentiate instruction based on:
1) Readiness
2) Interest
3) Learning Profile
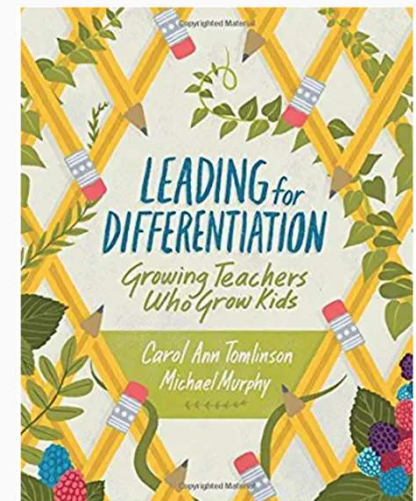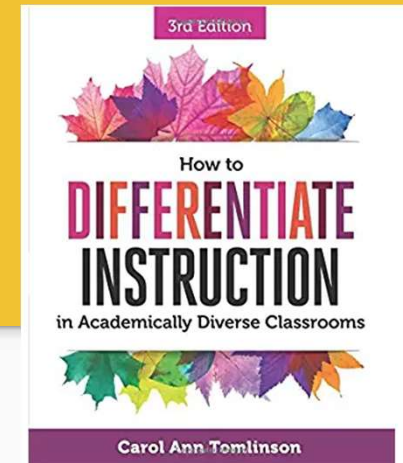
Basics of Differentiated Instruction

Teachers can differentiate instruction by:
1) Content
2) Process
3) Product
4) Learning Environment
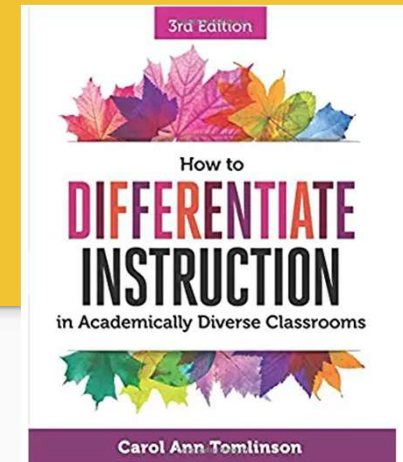
Step 2: Differentiated Design & Teaching for ELs

Careful planning of:

- **Content & Learning Environment:**
  - Culturally- and linguistically-affirming texts and resources in classrooms
  - Unit/lesson planning that includes both content and language objectives
- **Process:**
  - Differentiated pedagogical strategies
  - Student grouping
- **Product:**
  - Differentiated assessments.

CONTENT & LEARNING ENVIRONMENT

Bilingual Dictionaries
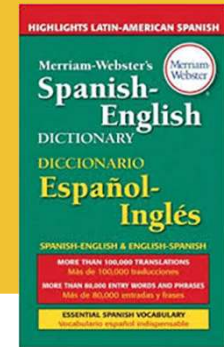
- It's important to have copies of bilingual dictionaries in your students' home language that are easily accessible within your classroom. Label the dictionary location in both English and your students' home languages.
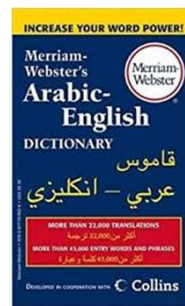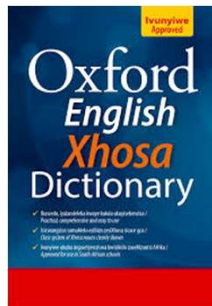
- 1:1 schools can also feature online bilingual dictionaries on their homepage, so that they are easily accessible. Some of my favorites are:
  - Bab.la & Wordreference.com

Culturally Responsive Wall Art in English
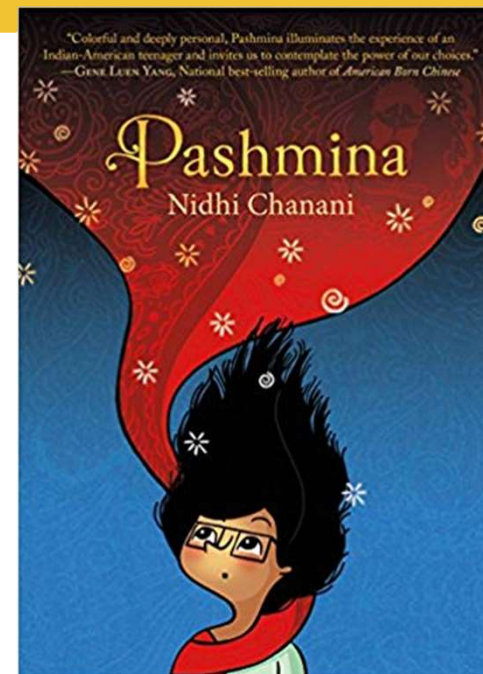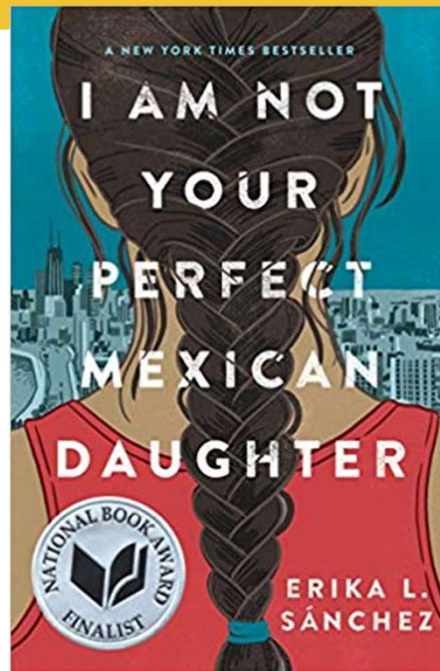
Culturally Responsive Wall Art in English
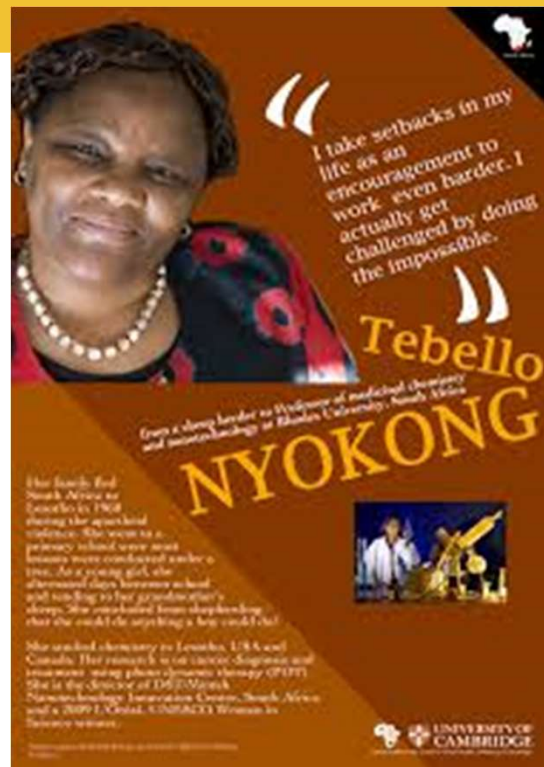
Multilingual Classroom Posters (English)
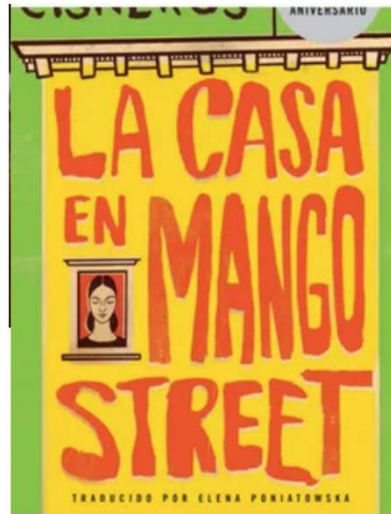
You can include copies of these in your classroom library, too!

Sample of Classroom Posters (Social Studies)

Multilingual Classroom Posters (Math)

Sample of Classroom Posters (Science)

Translanguaging Word Wall

STANDARDS

English Language Development Standards

Maryland is a member of the WIDA Consortium and has adopted WIDA's English Language Development (ELD) Standards. The key elements of the standards are:

1. a direct connection to the CCSS (Common Core State Standards)
2. a uniform cognitive function across the levels of language proficiency
3. topical, grade-level vocabulary related to the content-based example
4. a context for language use descriptive of the genre/text type and tasks. In addition, the academic language focus of the WIDA

https://wida.wisc.edu/teach/standards

Language Objectives

- Language Objectives are "how" the students will show what they are learning.
- They are focused on the four domains of Speaking, Listening, Reading, and Writing.
- The ELP (English Language Proficiency) standards and the WIDA standards are sources of language objectives.
- The WIDA consortium has compiled a list of "Can Do" descriptors that can help teachers identify the kind of language tasks students should be able to perform according to the five differing levels of English proficiency and different grade-level clusters. To view these descriptors, visit the "Can Do" page on the WIDA website.

Language Objectives

Example #1:

Content Objective: "Students, today you will learn about the causes of the American Revolution."

Language Objective: "Students will be able to orally explain the connection between the French and Indian War and the American Revolution."

Example #1:

Content Objective: "Students will find the lowest common denominator (LCM) of two or more numbers."

Language Objective: "Students will write the steps used to solve the problems."

https://achievethecore.org/aligned/using-content-and-language-objectives-to-help-all-students-in-their-learning/

PROCESS
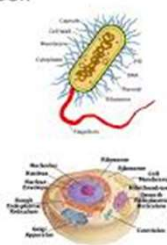
Multiple Representations of Information

- A low-level of differentiation that pairs text with visuals and oral explanations.
- Using graphic organizers and other visual tools for organizing and representing information.
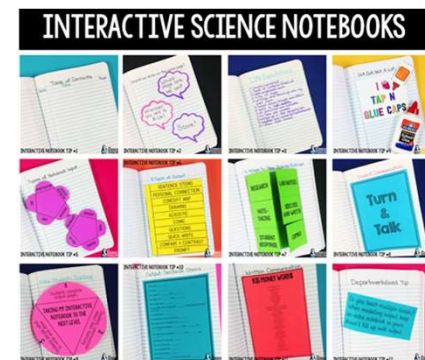
Examples of Supporting Multilingual Talk and Collaboration

- Listen in English & discuss in any language

- <u>Brainstorm</u> in any language & <u>write</u> in English

- Research/prepare in any language & then present in English

Freyer Graphic Organizer

Definition

Un changement dans la taille, la forme, ou de l'état de la matière où la composition de la substance ne change pas.

A change in size, shape, or state of matter where the composition of the substance does not change.

Characteristics

- Il ne crée pas un nouveau matériau.
  It doesn't create a new material.

- Le même matériau est là avant et après le changement
  The same material is there before and after the change

Physical Change

Examples

- La glace qui a fondu
  Ice that has melted

- La dissolution du sel
  Dissolving salt

Non-Examples

- La combustion du bois
  Burning wood

- Réagissant le bicarbonate de soude avec du vinaigre (il produit du dioxyde de carbone)
  Reacting baking soda with vinegar (it produces carbon dioxide)

Process Approach to Writing

- **You can support translanguaging practices by establishing a process-orientation to writing (like Writer's Workshop) that allows students to create multiple drafts of assignments.**
  - Start with allowing students to write the assignment in their home language or a mixture of their home language and English.
  - Have multiple writer's workshop meetings with students to help students make their translations as accurate as possible.
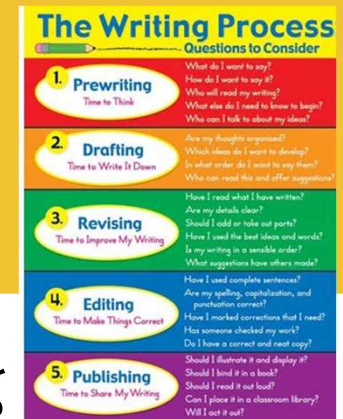
Translanguaging in Writing

Many years ago, there was a group of Native Americans called the Iroquois. Los Iroquis utilizaban muchos animales que ellos querían más de esas cosas y ellos también querían tener más productos de la naturaleza. Por ejemplo utilizaban las conchas, la madera, y a los animales.

Las conchas son muy importantes por ejemplo el documento 6 nos habla de las conchas de las conchas por ejemplo el fish hook es un angulo para los peces. También hay un war club es como un martillo más parece una roca pero no es una concha. También hay un spoon es una cuchara con ella comen, toman agua y la sopa también.

Essay draft written in both English and Spanish first. Student can then use a bilingual dictionary and help from their teacher to accurately adopt the disciplinary literacies of the content.

STEP 2: Identification

- What are your procedures for identifying all students potentially eligible for placement in a language assistance program.
- Which *Home Language Survey* do you use?

  http://marylandpublicschools.org/programs/Pages/English-Learners/HLS.aspx

- How do you assess language proficiency?
- What is your process to ensure that identification happens within 30 school days of enrollment?

Home Language Survey (Examples)

STEP 3: Placement and Services

- How do you ensure that students identified as ELs immediately receive English language development services based on the chosen educational approach?
- Who are the people responsible for this in your school?
- How will you handle students whose families waive their rights to ESOL services?

STEP 4: Staffing and Resources

- How do you ensure the necessary resources to implement your educational approach?
- How do you recruit sufficient ESOL certified staff to implement your approach?
- What is your plan to provide language acquisition training to all teachers?

STEP 5: Family Engagement

- How do you make EL families feel welcome in your school community?
- How do you communicate with families in their home languages?
- How is your school prepared to meet the needs of your school population?
- How do you translate documents and provide interpreting services to ensure equity of access to information?
- What is your multilingual communication strategy?

STEP 6: Assessment

- How do you ensure that all ELs participate in WIDA testing each year?
- Who manages this process and reporting?
- How are ELs and their families given their scores?

WIDA | **ACCESS for ELLs 2.0**
English Language Proficiency Test

Sample Student
Birth Date: mm/dd/yyyy | Grade: sample grade
Tier: sample tier
District ID: XXXXXXXXXXXXXX | State ID: XXXXXXXXXXXXXX
School: sample school
District: sample district
State: sample state

Individual Student Report 20XX

This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level (Possible 1.0-6.0)	Scale Score (Possible 100-600) and Confidence Band — See Interpretive Guide for Score Reports for definitions
Listening 🎧	4.0	368
Speaking 💬	2.2	320
Reading 📘	3.4	356
Writing ✍️	3.5	355
Oral Language 50% Listening + 50% Speaking	3.2	344
Literacy 50% Reading + 50% Writing	3.5	356
Comprehension 70% Reading + 30% Listening	3.7	360
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	3.4	352

*Overall score is calculated only when all four domains have been assessed.   NA: Not available

Domain	Proficiency Level	Students at this level generally can...
Listening	4	understand oral language in English related to specific topics in school and can participate in class discussions, for example: • Exchange information and ideas with others • Connect people and events based on oral information • Apply key information about processes or concepts presented orally • Identify positions or points of view on issues in oral discussions
Speaking	2	communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: • Share about what, when, or where something happened • Compare objects, people, pictures, events • Describe steps in cycles or processes • Express opinions
Reading	3	understand written language related to common topics in school and can participate in class discussions, for example: • Classify main ideas and examples in written information • Identify main information that tells who, what, when or where something happened • Identify steps in written processes and procedures • Recognize language related to claims and supporting evidence
Writing	3	communicate in writing in English using language related to common topics in school, for example: • Describe familiar issues and events • Create stories or short narratives • Describe processes and procedures with some details • Give opinions with reasons in a few short sentences

STEP 7: Exiting, Reclassification, and Monitoring

- How do you use WIDA to determine if a student has reached English language proficiency and, if so, exit him or her from the language assistance program and reclassify the student as EL monitored (ELm)?
- How do you monitor former ELs for four years after exiting to ensure academic progress?
- Who does this work?
- How do you document these records?
- What is your process for informing families?

STEP 8: Program Evaluation

- What is your plan for evaluating the efficacy and success of your language assistance program periodically and, as necessary for making modifications?

How does your school prepare for equitable:

- Registration and enrollment in school and school programs?
- Grievance procedures and notices of nondiscrimination?
- Language assistance programs?
- Parent handbooks?
- Report cards?
- Gifted and talented programs?
- Student discipline policies and procedures ?
- Special education and related services, and meetings to discuss special education?
- Parent-teacher conferences?
- Requests for parent permission for student participation in school activities?

NEXT STEPS: RESOURCES

- Google Folder
- *Translanguaging for Emergent Bilinguals* by Fu, Hadjioannu, & Zhou
- *Educating Emergent Bilinguals* by Garcia & Kleifgen
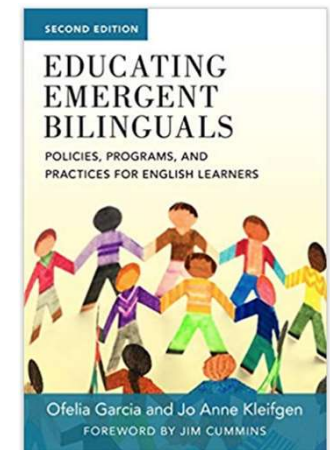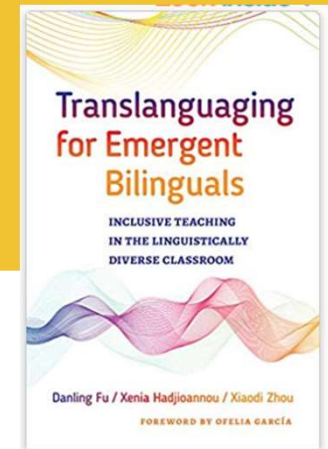
Questions?
Kate R. Allman, Ph.D.
Secondary and Middle School Education. Towson University
sallman@towson.edu