



English Learners in My School: What Do I Need to Know as an Administrator?

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Supporting Schools and Students to Achieve

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Idaho State Department of Education Goals



The SDE is guided by the following:

- All Idaho students persevere in life and are ready for college and careers.
- All education stakeholders in Idaho are mutually responsible for accountability and student progress.
- Idaho attracts and retains great teachers and leaders.

Topic Overview



- Alphabet Soup
- What Can I Do?
- Let's Talk About Some Truth & Myths

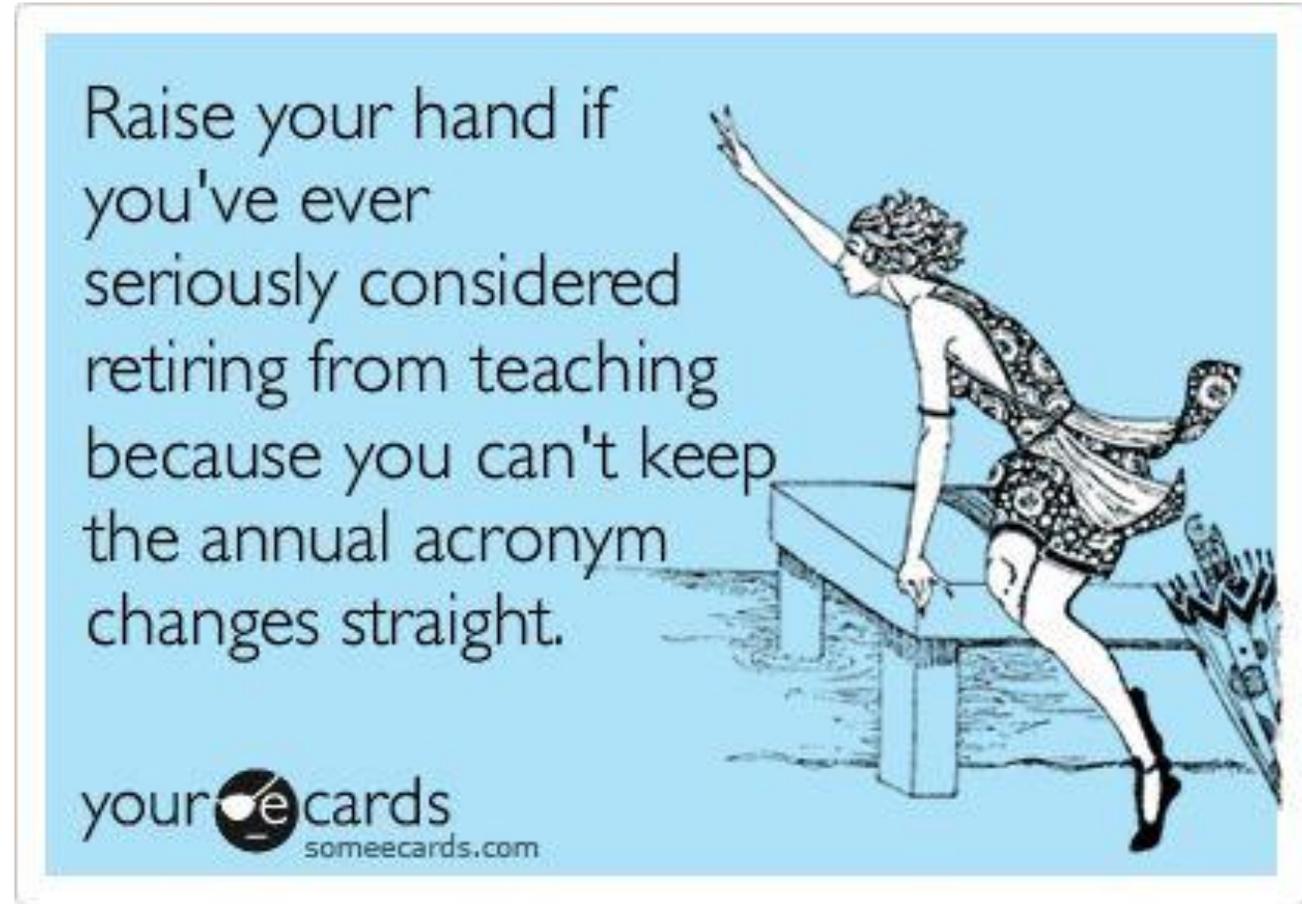
Program Acronyms



- EL
- ~~LEP~~
- ELP
- ELPA
- LIEP
- ESL
- ELD
- ELA
- BICS
- CALP

- ELMS

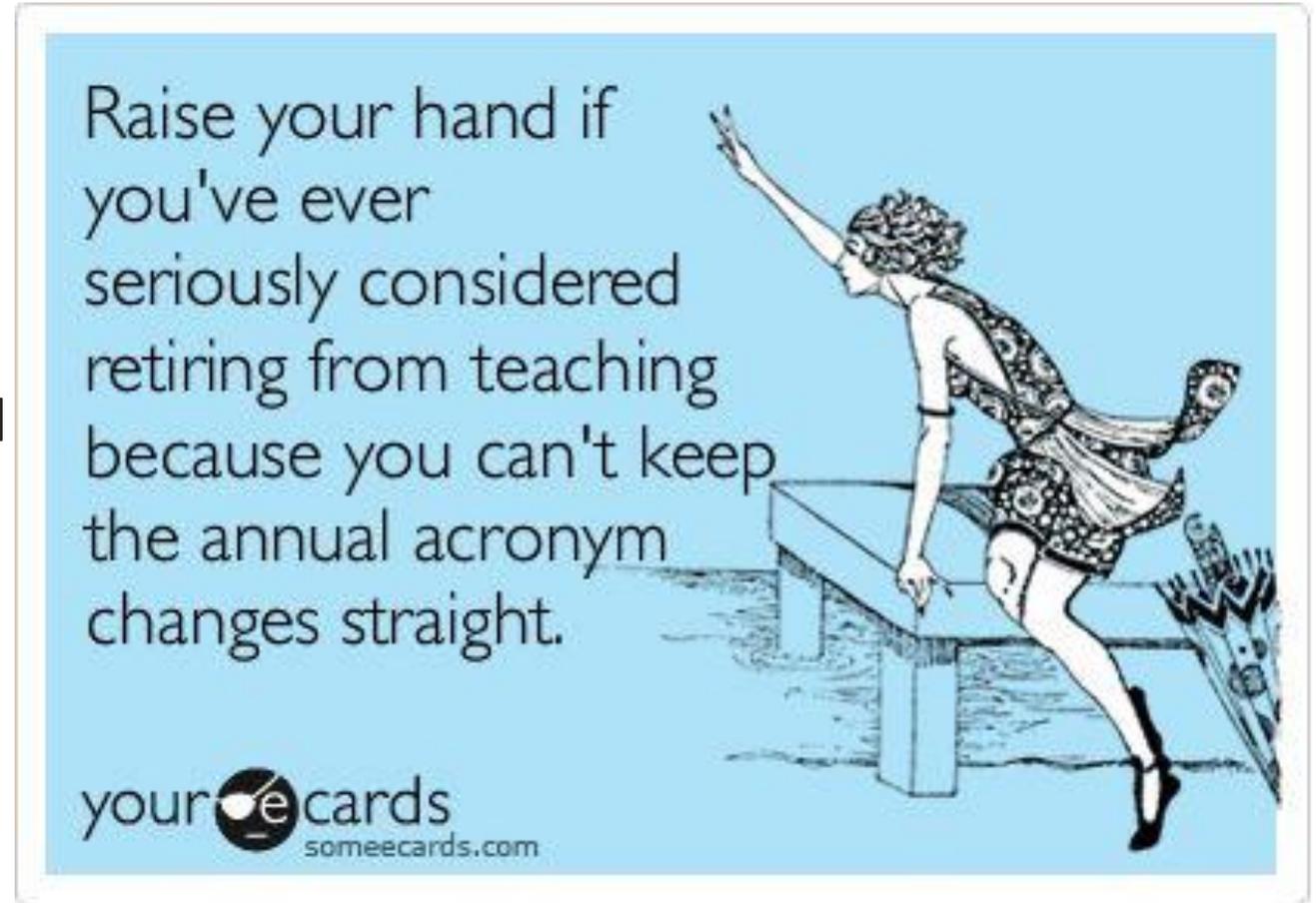
- OCR
- EEOA



Program Acronyms (2)



- EL – English Learner
- ~~LEP – Limited English Proficient~~
- ELP – English Learner Plan
- ELPA – English Language Proficiency Assessment
- LIEP – Language Instruction Educational Program
- ESL – English As a Second Language
- ELD – English Language Development
- ELA – English Language Acquisition
- BICS – Basic Interpersonal Communication Skills
- CALP - Cognitive Academic Language Proficiency



What Can I Do?



Take some time and learn about
ELs and Second Language
Acquisition

How Can I Do This?



- See ELs as assets
- Foster multilingualism
- Advocate for ELs
- Provide training on language and culture for all staff
- Hire qualified staff or encourage staff to get ESL endorsement
- Know characteristics of EL instructional strategies to look for when doing evaluations of teachers with ELs in their classroom

Let your teachers take some time
and learn about ELs and EL
Instructional Strategies

How Can I Do This? (2)



- This includes classroom teachers, paraprofessionals, specialists
- Teachers deserve to feel they have the strategies and resources to teach ELs
- All teachers are language teachers!

Go-To Instructional Strategies *for Classroom Teachers of English Learners*



This one-day training is designed to support K-12 classroom teachers of English Learners in understating the unique needs of English Learners. Teachers have the opportunity to analyze data on their specific students, understand what English language proficiency assessment scores mean for instruction, and will leave with a toolkit of 78 Go-To Instructional Strategies that are aligned to levels of English language proficiency that are ready to use in the classroom tomorrow!

Who Should Attend?

- Classroom teachers
- Instructional coaches
- PD facilitators
- Special programs staff also working with ELs





MYTHS AND FACTS

Let's talk about some truths and myths



Practice understanding for ELs

—

Learning a language takes time!

How Can I Do This? (3)



- Imagine how overwhelming it is
 - Provide L1 supports (when possible)
 - Breaks
 - Safe opportunities to practice language
- Playground Language Proficiency \neq Academic Language Proficiency
- Lower is faster, higher is slower phenomenon

Make program placement
a priority

How Can I Do This? (4)



- Be cognizant of scheduling. ELs requiring substantial support need one-on-one instruction (pull-out, push-in).
 - Know the programming and services provided in your district/charter's LIEP.
 - Don't let scheduling drive placement.
 - Always place ELs in content classes when language and content learning can occur simultaneously.
 - Never leave beginning ELs in content classes where they understand very little, for large portions of the school day.
- Ensure that ELs of intermediate and advanced English proficiency have access to advanced courses.

Where can an EL best acquire language and learn content?



Placement by level:

- Level 1: Beginners need significant pull-out time for EL services; their main priority is to acquire basic English (BICS).
- Levels 2-3: High beginning and low intermediate learners need some pull-out time to continue their EL services, but can be well-served for significant portions of the school day in content classes where teachers are trained to provide both language and content learning.
- Levels 4-5: High intermediate and advanced learners need to be in content classes where teachers are trained specifically in fostering language development alongside content, at this higher level. Access to content classes must include advanced placement classes.

Note: ALL content teachers who teach ELs need specific training in teaching language alongside content.

What have we learned from successive theories, research, and current brain research?



ELs need:

- Comprehensible input: ELs need to understand what they hear.
- Opportunities for output: ELs need the opportunity to speak.
- Social interaction
- Low stress
- Opportunities to read, write, speak and listen that are meaningful and authentic
- Corrective feedback
- Some focus on form, for older learners (but, direct instruction on vocabulary and grammar is often overdone, and not directly helpful for English language acquisition)
- The development of automaticity: “Learn a little; Use a lot”

Additional factors that impact language acquisition



Individual learner qualities:

- Confidence
- Motivation
- Risk-taking
- Culture
- Native language proficiency
- Previous education

School Qualities:

- Efforts to individualize EL placements and instruction
- Efforts to foster native language development
- Efforts to nurture and foster identity
- Efforts to provide ELs with well-qualified teachers – classroom and EL

Who Do I Contact for Questions?



Migrant Questions

- Regional Contact: Christina Alvarez, Robert Gomez, Genoveva Winkler
- Sarah Seamount
- Kelly Wheeler
- Dr. Christina Nava

All District/Charters who have ELs

- Alissa Metzler (Program Questions)
- Melanie Jones (Assessment)
- Dr. Christina Nava

District/Charters who are participating in Title III Consortium

- Susan Caywood (Contractor)
- Mona Baldwin (Contractor)
- Lance Robertson (Contractor)
- Alissa Metzler
- Dr. Christina Nava

Questions?

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