



Making the Invisible Visible

Leveraging data to create equitable learning environments

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Welcome

...happy to share this time together



Session objectives

- Teachers and leaders will be able to assess the inclusivity of their EL program.
- Teachers and leaders will plan a three phased approach to creating and/or improving upon an EL inclusive culture in their schools.

Agenda

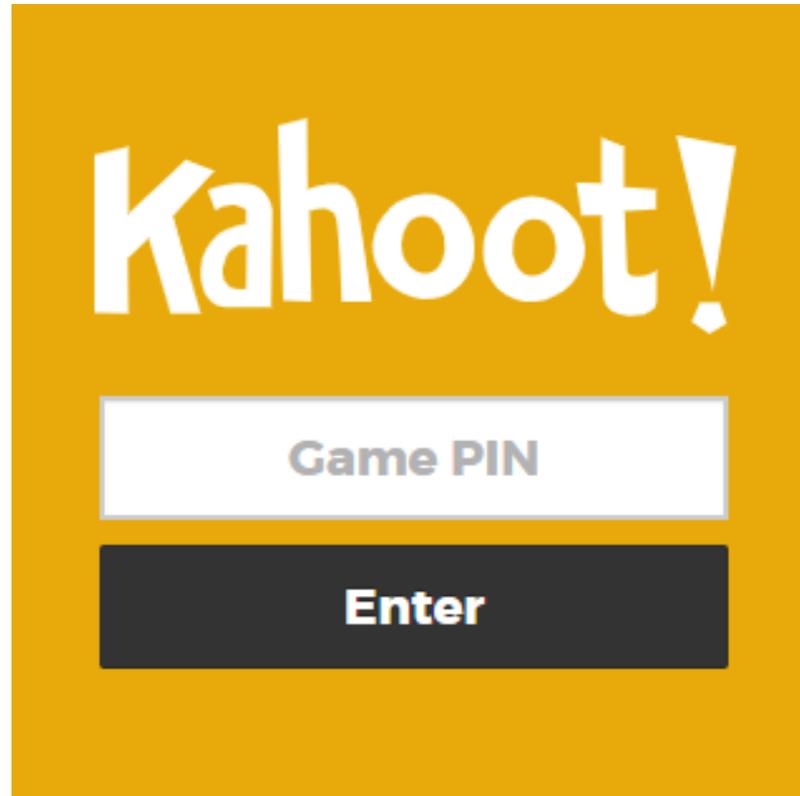
- Welcome : Rollcall
- ELL Inclusivity: Why it matters
- Journey towards inclusivity
 - Phase #1
 - Phase #2
 - Phase #3
- Your **why**: Anchoring the work



Roll Call



Roll Call: Who is here ?



Norms

- Be present
- Make it work for your school community
- Listen actively
 - respect others when they are talking
- Speak from your own experience
 - instead of generalizing
 - "I" vs. "they," "we," and "you"
- Non-binary pronouns
 - Please let us know

Key Terms

Term

Definition

ELL

- English language learner
- English is target language

Target
Language

- The official language of the host country (USA= English)

Opportunity
Gap

- Refers to two non-overlapping groups that should be expected to have similar outcomes, but do not

Achievement
Gap

- Describes the ways in which the education playing field is not level for all students, even before the first day of class. i.e. Race/ethnicity, English proficiency

ELL Program Types : New Jersey

Programs for Small ELL Populations	Alternatives to Full-Time Programs	Full-Time Programs
English Language Services English as a Second Language (ESL)* * Always a component of alternative and full-time programs	Sheltered Instruction High-Intensity ESL Bilingual Tutorial Bilingual Resource Bilingual Part-Time Program	Full-Time Bilingual Dual Language (Two Way Immersion)

Transitional Bilingual

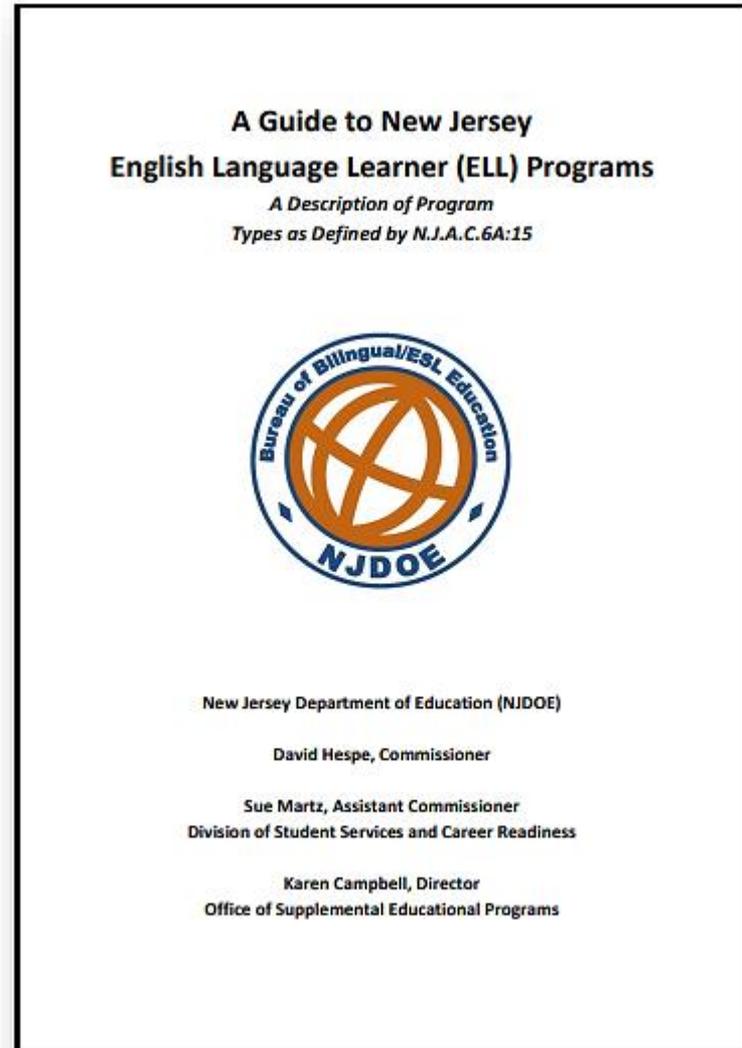
- Students have less time to transfer. The goal of the program = minimum required proficiency
 ✓ in target language only
-

Late Exit Transitional

- Students have more time to transfer. The goal of the program is sustained language proficiency
 ✓ In both home language and target language
-

Roll call **activity**

Review NJDOE's
ELL Program
document and
identify your
school district's
ELL program.



ELL Inclusivity

- Welcome : Rollcall

▪ **ELL Inclusivity: Why it matters**

- Journey towards inclusivity
 - Phase #1 – needs assessment & solution oriented approach
 - Phase #2-
 - Phase #3
- Your **why**: Anchoring the work

Mastery Charter Schools

2001

- Mastery Charter Schools is founded as High Tech High, opening with 100 9th grade students.

2019

- Mastery Schools has **24 schools** in two states, serving 14,000 students.
- Mastery Schools **employs more than 1,700 people.**
- Mastery Schools have **3,500+ alumni.**

Mastery Schools of Camden

2014

- Mastery Schools of Camden is established, opening two schools in Camden, New Jersey – **North Camden Elementary** and **Cramer Hill Elementary**.
- 2015-turn around three low-performing Camden City District schools – **McGraw Elementary**, **Molina Elementary** and **East Camden Middle School**.

Our Mission and Vision

Our Mission

- All students learn the academic and personal skills they need to be **truly prepared for postsecondary success** and **able to pursue** their dreams.

Our School Vision

- Mastery schools are **joyful, authentic communities** where students learn how to think critically and **act independently** so they are **truly prepared for postsecondary success**.

Vision for ELL Students at Mastery

The vision of the Bilingual/ ESL program at Mastery is to change the perception and experience of minority language speakers from one of disadvantage to one of advantage.

Multilingualism adds texture and depth to the way English language learners perceive experiences and communicate them.

Used as a resource, the heritage language of an ELL student can support advanced proficiency levels of learning (Smalls, 2014;-)

N. J. Bilingual Code N.J.A.C. 6A:15

- Bilingual Education: 20 or more ELLs of any one language classification in the district—may be full-time or part-time.
- English as a Second Language (ESL): 10 or more ELLs enrolled in the district.
- English Language Services (ELS): One or more, but fewer than 10 ELLs enrolled in a district.

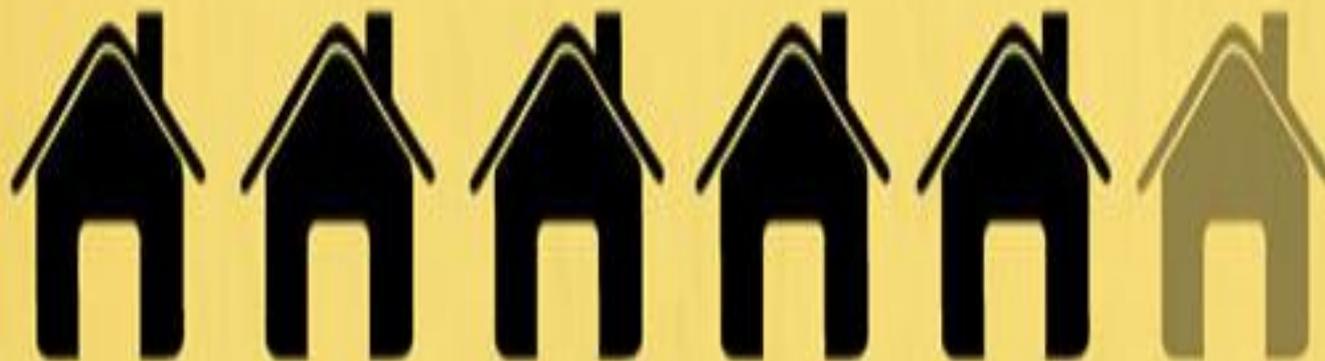
ELL statistics: New Jersey

A total of 315 languages are spoken by New Jersey students.



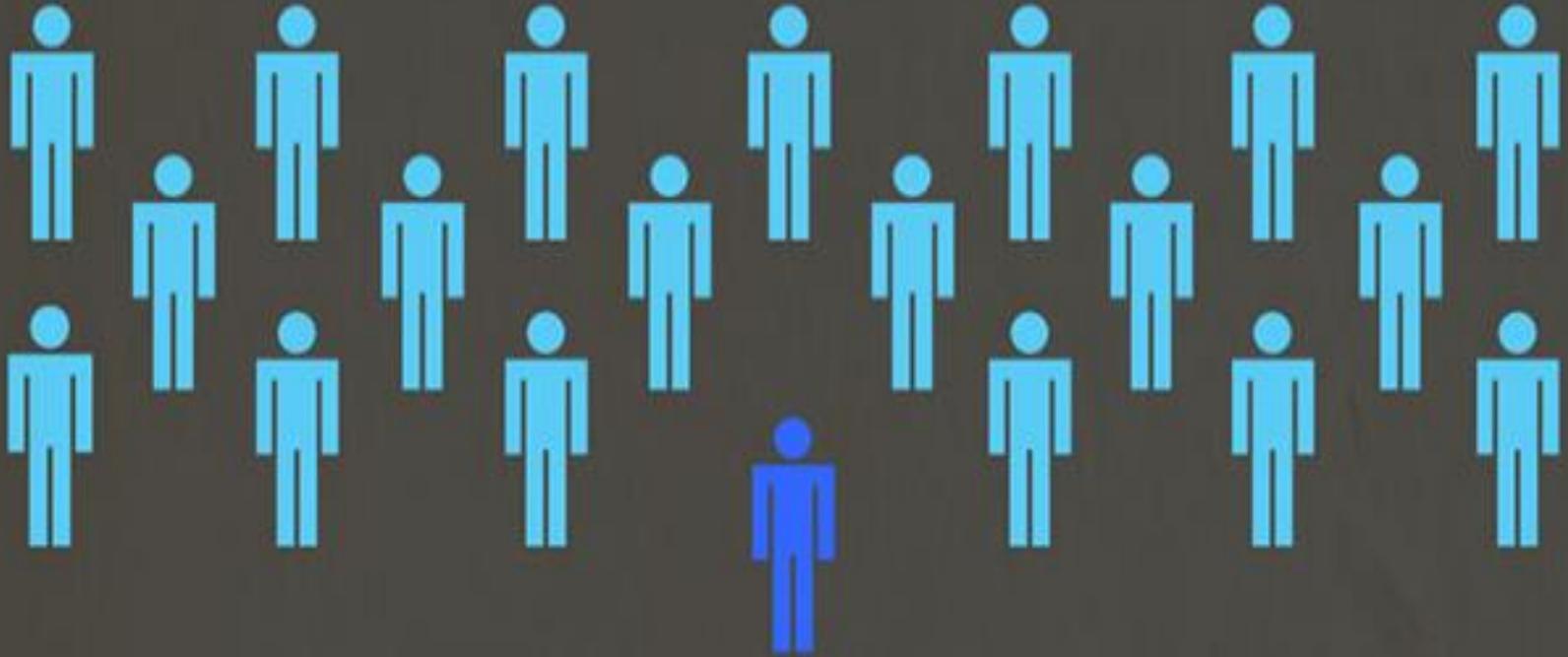
Approximately 23% of students in New Jersey come from a home where a language other than English is spoken.

ELL statistics: New Jersey (continued 1)



Approximately 5 out of 6 New Jersey school districts have English language learners (ELLs) in their school(s).

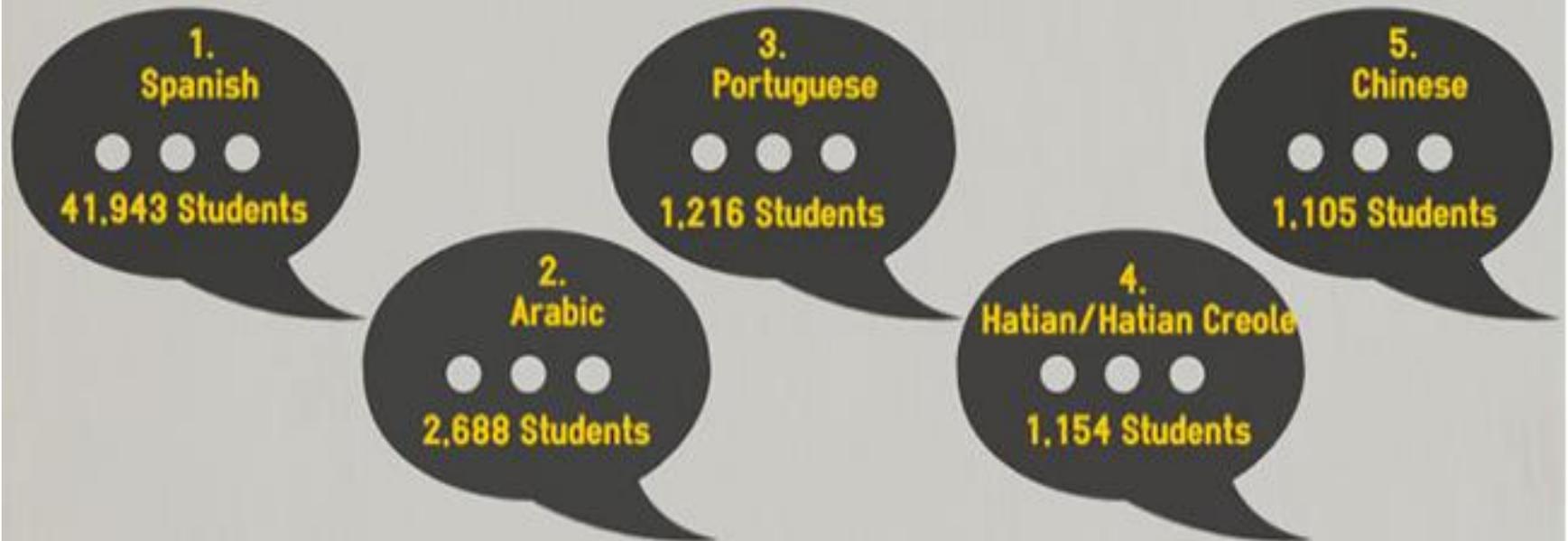
ELL statistics: New Jersey (continued 2)



In 2016 there were 72,071 ELLs in New Jersey schools, which was around **1 out of every 20** public school students.

ELL statistics: New Jersey (continued 3)

As of 2016, the top 5 languages spoken by ELLs in New Jersey were:



ELL statistics: New Jersey (continued 4)

A CLOSER LOOK



» Union County

had the largest population of ELLs in 2016 at

9,458

which was

10.11%

of its total student population.

» Sussex County

had the smallest population of ELLs in 2016 at

116

which was

0.56%

of its total student population

In New Jersey, ELLs are enrolled in a range of programs including

full-time bilingual, dual language, bilingual tutorial, bilingual resource, sheltered instruction, ESL, and ELS.*

Why ELL inclusivity matters

- When students see themselves as valued members of the school community they are empowered to identify with the institution in a positive manner and are more likely to want to attain success as defined by the academic community.
- To make this success attainable schools must ensure that the indicators by which success is measured exist for ELLs and accurately measure ELL growth and goals.

ELL inclusivity **activity**

- How is your school/organization creating access for ELLs to be successful as defined by your Mission and Vision statements?
- Where are there opportunities for growth in the way that your school/organization supports ELL access to achieving success as defined by the Mission & Vision statement?

Journey towards inclusivity: phase#1

- Welcome : Rollcall
- ELL Inclusivity: Why it matters

■ Journey towards inclusivity

○ Phase #1 – creating a digital blue print

○ Phase #2

○ Phase #3

- Your **why**: Anchoring the work

Positive depictions of “me”

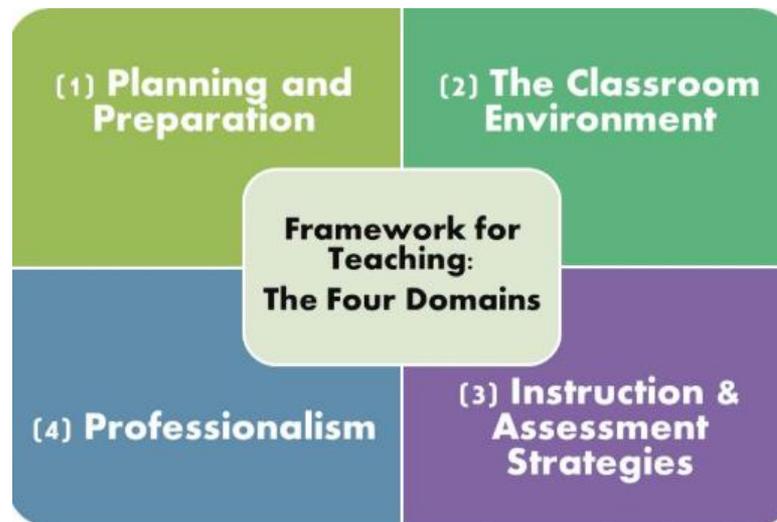


Identify the win and plan for ELL inclusion



Do ELLs have a digital blueprint ?

- Attendance
- Teacher effectiveness
- Benchmarks
- High stakes tests



Example: we measure what we value

ESL Teacher Observation Guide – What to Look for? 2016

What to look for and why	
What to consider	Why it matters
<ul style="list-style-type: none"> General Observations dependent on part of the lesson 	<p>beginning: pacing may be slower and the class will be more teacher directed. Teacher provides strong framing of context –potentially with images, videos and realia</p> <p>middle: pacing will pick up as students are familiar with essential language and contextual background needed to engage in the learning.</p> <p>At this point teacher should be guiding students to use essential vocabulary</p> <p>end: lesson plans should be heavily weighted toward student creation. Whole group learning should be at a bare minimum. Teacher is monitoring for student’s use of contextual and academic language in their independent work.</p>
<ul style="list-style-type: none"> How far into the lesson the teacher is compared to how much time is left for that class session 	<p>Talk</p> <p>beginning more teacher directed talk and it might look like this</p>  <p>middle it should look like this (students referencing charts and text)</p>  <p>end will depend on the lesson’s objective</p> <p>Reading beginning: largely choral</p> <p>middle: partners or independent (post it notes to ID important info or jotting down of notes depending on ELD, graphic organizers used)</p> <p>end: text should serve as reference</p> <p>Writing beginning: copying & or quick write depending on ELD</p> <p>middle: jotting down notes for higher students, guided writing , completing graphic organizers, cloze, etc.</p> <p>end: completing writing, peer editing using rubrics</p> <p>Listening multiple response systems in place throughout lesson to check for understanding</p>
<ul style="list-style-type: none"> The English language development level (ELD) 	<p>Instructional rigor must match the student’s English instructional level</p> <p>See next page</p>

Example: we measure what we value (continued 1)

A guide to what ESL should look like at each level of English language development				
ELD 1	ELD 2	ELD3	ELD4	Differentiation
<p>Sample Class Agenda</p> <p>1-2 min. Intro and model</p> <ul style="list-style-type: none"> 3-5 min Do now (review, prep to learn activity) 5 min language model presentation & student practice 15 -20 min student application activity in pairs & or independent with teacher support 5 min group debrief -students using rubrics <p>Expect to see:</p> <ul style="list-style-type: none"> images, video, sentence strips, matching, manipulatives, students repeating after teacher, high level of knowledge level Q&A, application activities , listening center , basic language skill development with some academic Students referencing charts and exemplars, reading in pairs using: <ul style="list-style-type: none"> ESL folder anchor chart text <p>Students demonstrating understanding through use of post it notes, circling, underlining, matching, labeling, pointing, illustrating</p>	<p>Sample Class Agenda</p> <ul style="list-style-type: none"> 1-2 min. Intro and model 3-5 min Do now (review, prep to learn activity) 5 min language model presentation & student practice 15 -20 min student application activity in pairs & or independent with teacher support 5 min group debrief -students using rubrics <p>Expect to see:</p> <ul style="list-style-type: none"> images, videos, sentence strips, sentence frames, students learning basic sentence structure, use of color to ID subject vs. verb etc. , knowledge & understanding Q's lessen: application & evaluation increase, use of graphic organizers increase, student to student talk begins to match teacher student talk, listening center on their own students can write phrases, basic sentences, make lists, answer q's orally, in writing& illustrate, sort, 2 step directions, restate and describe 	<p>Sample Class Agenda</p> <ul style="list-style-type: none"> 3-4 min Do now (usually include writing) 1-2 min teacher intro & model 3-5 min. teacher facilitated student practice 20 min application activity, student creation in pairs or independent 5 min peer edit/feedback 5 min teacher debrief/summary <p>Expect to see:</p> <ul style="list-style-type: none"> images, videos, sentence frames, cloze activities, beginning of paragraph writing with supports, multi-step oral & written directions, > pacing, more application& evaluation fewer factual Q's, student/student talk >=teacher/student, teacher facilitation>direct instruction, academic language > social academic talk >, genre analysis, sequence, write basic expository, narrative, compare&contrast 	<p>Sample Class Agenda</p> <ul style="list-style-type: none"> 3-4 min Do now (usually include writing) 1-2 min teacher intro & model 3-5 min. teacher facilitated student practice 20 min application activity, student creation in pairs or independent 5 min peer edit/feedback 5 min teacher debrief/summary <p>Expect to see:</p> <ul style="list-style-type: none"> video, editing, cloze activities, high level of academic language, full range of questioning, urgent instructional pace, charts,rubrics, genre expertise building, >grammar/syntax/ language analysis focus to instruction, use of higher level texts, teacher as facilitator & coach students giving speeches,interpreting data,problem solving,reasarching, peer editing, debating, compare&contrasting 	<p>You should expect to see differentiation in teacher directions and expectation of conversation. It might look like</p> <p>ELD 3- answer using three simple sentences and at least two of the day's academic terms</p> <p>ELD 4- answer using three to four sentences, two must include the following conjunctions: although as long as</p> <p>OR</p> <p>ELD 1- answer by drawing a line to match the things that are alike</p> <p>ELD 2 answer by writing the names of like things</p>

Example: we measure what we value (continued 2)



Mastery Charter Schools: ESL Teacher Model and Evaluation System

ESL teachers

ESL teachers work with students from minority language backgrounds to develop the social and academic English language skills needed to succeed in English Language Arts, Math, Science, and Social Studies. ESL teachers do this work through a variation of pull-out and push-in support as well as through monitoring the use of scaffolds used by students while in the general education classes.

Key ESL Teacher Responsibilities

- Apply ELL screening process to students whose Home Language Survey indicates a language other than English within one month of their arrival (students enrolling during the school year are to be screened within two weeks of start date).
- Collect immigrant status and years in country from families for the purposes of state and federal monitoring, exemption status for standardized tests, and daily instructional programming
- Maintain school's PHLOTE spreadsheet documenting screening of students flagged on Home Language Survey as having a primary language other than English spoken in the home and how their ELL status was determined
- Maintain ELL student files with evidence of how eligibility determined
- Notify parents of ELL students of their Limited English Proficient (LEP) status and the details of the English instructional program to be used in accordance to state policy
- Plan ESL instruction according to student's grade and English proficiency levels in the language domains of listening, speaking, reading, and writing
- Provide Student-At-A-Glance form for general education teacher use and collaborate with general education teachers on student's language development needs along with appropriate scaffolds to be used by ELL in general education courses
- Work with school-based instructional manager to create ESL pull-out/push-in schedule following state guidelines
- Design ESL instruction that falls within the zone of proximal development of their English Language Learners: based on students' grade and English proficiency level, taught in smalls groups(whole class when homogenous grouping allows)
- Assess ELL progress quarterly using the WIDA Model test in RPs 2 &4 , portfolio RPs 1 & 3 and yearly using the WIDA's ACCESS 2.0 test
- Communicate with parents of ELL about their student's progress through progress report each RP and meetings when necessary
- Support APSS with the ACCESS test scheduling, testing locations, resource procurement and security in compliance with state specific regulations
- Monitor academic progress of former ELLs years 1 & 2 post exit
- Provide a language development lens during IEP or I&RS meetings concerning ELLs
- Submit exiting referral forms for students demonstrating language proficiency at the expanding and bridging levels
- Participate in professional development programs as approved by school leaders
- Demonstrate ethical behavior and confidentiality of information about students in school environment and community

Example: we measure what we value (continued 3)

ESL Effectiveness

The Instructional/ESL Effectiveness criterion holds the weight of 35% of the total Advancement Criteria factors. Mastery's Instructional Standards (IS) are the basis for our instructional model. Mastery's ESL Effectiveness is based on a set of requirements to define quality ESL management. Through the review of documents and feedback, success is measured by comparing results against the ESL Requirements (see chart below). Since ESL teachers both teach and manage the ESL program, the Instructional and ESL Effectiveness ratings will factor into this component of evaluation.

ESL REQUIREMENTS

Mastery believes that ESL teachers need to demonstrate a set of competencies in order to be effective in supporting students' English language development. These skills, known as ESL Requirements, provide a common language around performance and expectations for ESL teachers. For each requirement listed below, there is a definition of the requirement, and a set of Key Characteristics that ESL teachers are expected to meet.

ESL Standard	Definition	Unsatisfactory	Key Characteristics at <i>Proficient</i> Level	Advanced
ESL Programming and Implementation	The ESL teacher ensures individualized student success by being results-oriented with a focus on increasing students' English language proficiency in each of the language domains of listening, speaking, reading and writing. ESL teachers recommend an individualized sheltered language "toolkit" to ensure that each goal is met annually. ESL teachers collaborate with general education teachers to ensure that students' general education instruction includes scaffolds consistent with their English proficiency levels.	<ul style="list-style-type: none"> • Instruction, learning environment, resources, and grouping do not reflect the student's grade level, English proficiency levels, nor their culture • Instruction does not reflect thoughtful planning. It is not resourced with learning activities, manipulatives, and language supports that foster student driven learning activities driving language to higher level of comprehension and expression • ESL teacher routinely fails to begin ESL class on time and to provide a learning environment that maximizes the learning experience • ESL teacher does not collaborate with general education teachers in order to align ESL instruction to academic objectives and create transferrable skills 	<ul style="list-style-type: none"> • Identifies each ELLs language development needs based on state approved tests (W-APT, ACCESS, and MODEL), student, and teacher feedback • Plans instruction that is data driven and measurable, rigorous and achievable • Maximizes learning time during ESL class by creating learning environment that is organized and well resourced, lessons that are differentiated, and instruction that lasts the full class period • Collaborates with general education teachers to determine the appropriate scaffolds that provide entry into grade level content in English Language Arts, Math, Science, and Social Studies to ensure annual goals are met. 	<ul style="list-style-type: none"> • Teacher imbeds student's culture into all lessons and the learning environment, demonstrates a high level of expertise in English grammar and semantics-evidenced by the teacher's effectiveness at making English language forms and functions apparent to ELLs • Instruction is planned based on language performance indicators one level above student's current proficiency levels across all language domains and scaffolds are strategically used to support new learning • ESL teacher consistently and effectively collaborates with content area teachers in order to align learning ESL learning objectives to the themes and content being covered in other core classes and provide

Example: we measure what we value (continued 5)

FY19 Model C		FY19 Growth		FY18 Model C		Met Goal	
Overall	-	Growth	-	Overall	-	Y	N
4.3		0.3		4		N	
2.7		0		2.7		N	
3.5		0.1		3.4		N	
4.5		1.5		3		Y	
4.3		0.8		3.5		Y	
4.1		1		3.1		Y	
4.2		0.8		3.4		Y	
3.8							
2.9		-1.4		4.3		N	
4.8		1.1		3.7		Y	
2.5		0.5		2		Y	
				3.1			
				3.5			
3.3		0.4		2.9		Y	
3.9		0.7		3.2		Y	
4.9		0.8		4.1		Y	
5.2		1.3		3.9		Y	
2.8							
3.9		0.4		3.5		Y	

Example: we measure what we value (continued 6)

Progress Report

Students enrolled in Spanish language arts receive progress reports at the same intervals as their English language instructed counterparts. The only difference would be that the reading and writing grades / reading scores will be calculated and entered by the bilingual teacher.

Grades for Spanish reading and writing courses are calculated in the same way as those of students receiving reading and writing grades in the English language arts classrooms.

Note: When entering FnP scores for students enrolled in Spanish language arts in the Teacher Access Center,

- Maintain separate F&P scores for Primary (instructed) and Secondary languages
- When entering scores, indicate the language being scored
- The emphasis is that it be clear whether the language of instruction being input as primary is English or Spanish.

To do this:

- 1) Pick either "Fountas & Pinnell" or "Fountas & Pinnell Secondary Language"
- 2) Select a language (which defaults to English)

The screenshot shows the 'Test Score Entry' window for 'Test Study 5'. The 'Test Level-Form' dropdown is set to 'Fountas & Pinnell Secondary Language'. The 'Date Range' is set to '8/28/2013 through 8/20/2014'. The 'Language' dropdown is set to 'Spanish'. The table below shows the test results for two students.

Student ID	Name	Test Date	Language	01 - Independent Reading Level	02 - Accuracy	03 - Comprehension	04 - Fluency	05 - Rate (Required Level 4)	06 - Inclusive of Reading Level
88001	Hatch, Thomas		English	Required	Required	Required	Required		Optional
88002	Test, Derek	8/19/2014	Spanish	L	W	=	=		Optional

Example: we measure what we value (continued 7)

Step #2

Enter Portfolio scores in Teacher Access Center

Teachers will chose either the ESL Portfolio or MODEL test as the Test-Level-Form and then enter the score the selected student received in each language domain for that quarterly assessment.

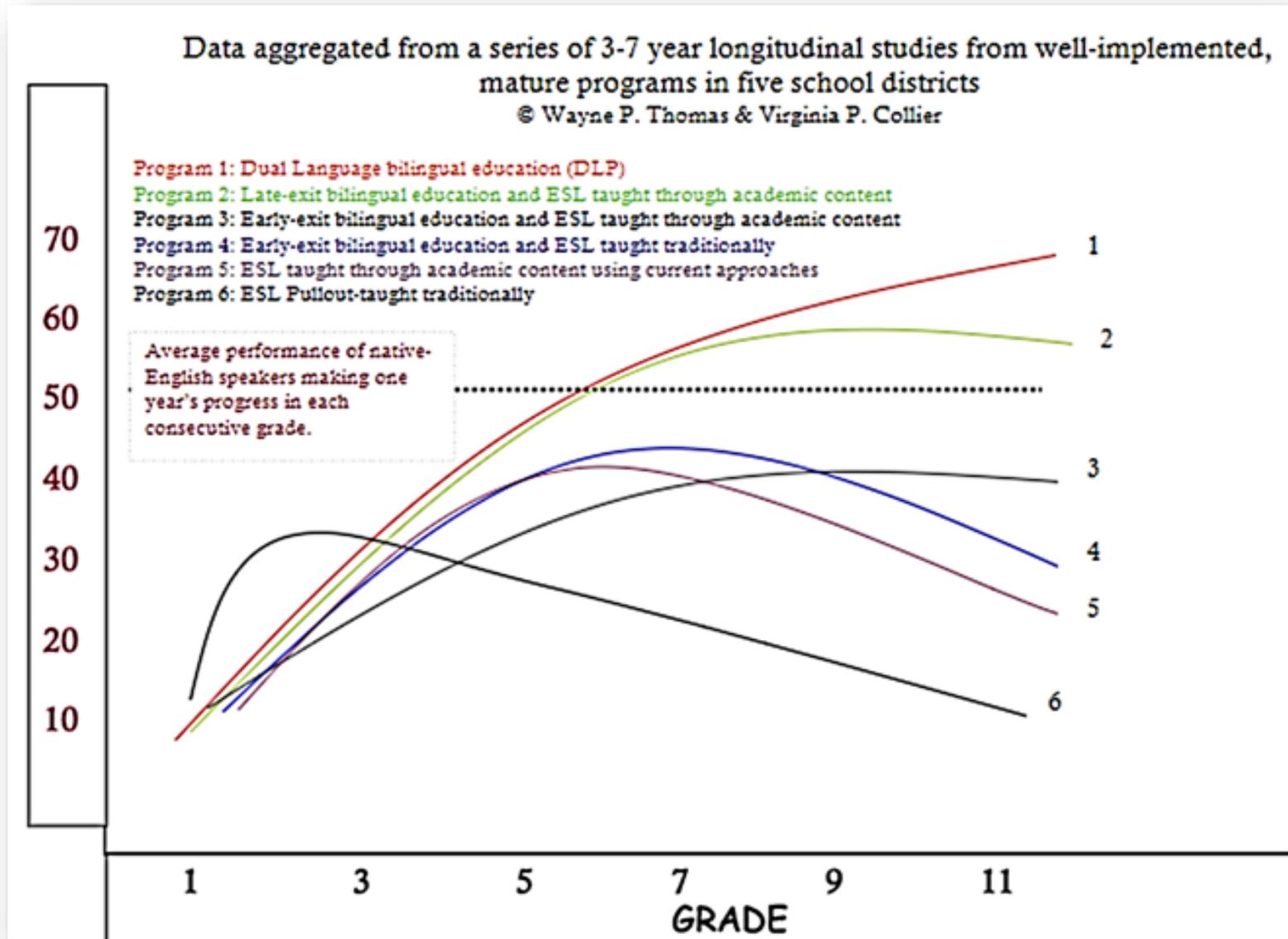
Test-Level-Form: 

Student ID	Name	Alt
------------	------	-----

Test Date 	Portfolio Score			
	Listening	Speaking	Reading	Writing
<input type="text" value=""/> 	<input type="text" value=".5"/>	<input type="text" value="1.1"/>	<input type="text" value="3.6"/>	<input type="text" value="4.0"/>
<input type="text" value=""/> 	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>
<input type="text" value=""/> 	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>

Documentation outlining that process can be found [HERE](#).

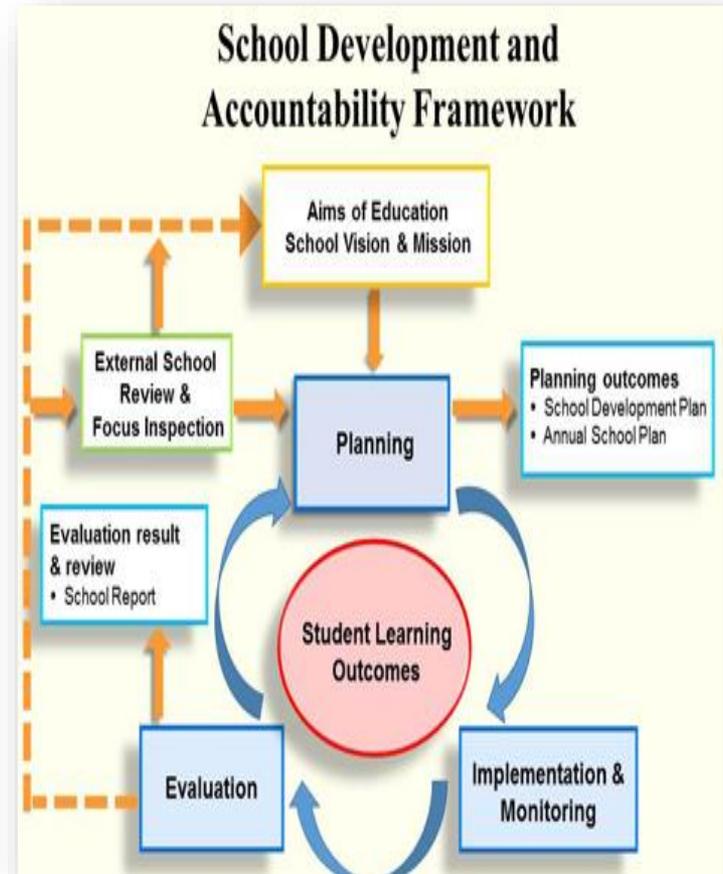
Example : align ELL goals to research



Phase #1 **activity**

List the methods by which your school/district measures growth and holds leaders & teachers accountable for student outcomes?

- Are the same systems in place for bilingual & ESL classrooms and teachers?
 - If so, have they been adapted to the context of the ELL program they are evaluating?



Journey towards inclusivity: phase #2

- Welcome : Rollcall
- ELL Inclusivity: Why it matters

■ Journey towards inclusivity

- Phase #1

- **Phase #2 –solution oriented approach**

- Phase #3

- Your WHY: Anchoring the work

Without the use of the letter “T”

- 1 minute

Share a future summer plan with an elbow partner without using the letter “T”

- 1 min

Then share how you felt about your ability to communicate without full use of the alphabet

Switch

Partner do the same thing but this time without the letter “E”

While in pursuit of solutions: keep in mind

REFUSE TO LET
perfect
become the enemy
of
GOOD.

Phase #2: teachers & rubrics



ESL Teacher (Multiple Campuses)

Job Title: ESL Teacher

Reports to: Specialized Services Director

Classification: X Exempt / Non Exempt

Salary Range: Determined by Human Resources

Position Summary: ESL teachers lead our English as second language (ESL) efforts in Philadelphia. As an ESL teacher serving multiple campuses teachers in this position work with Mastery Charter School campuses in Philadelphia to create inclusive and equitable practices across all aspects of school life K-12. Through leading small ESL groups, collaborating with general education teachers and bilingual families, the ESL teacher plays a critical role in helping schools achieve outrageously high expectations through an asset view of language diversity.

Duties and Responsibilities:

- Implement Mastery's curriculum and utilize classroom routines and procedures with consistency
 - Develop rigorous lesson plans, homework assignments, and assessments that appropriately drive at developing social and academic proficiency in English
 - Work closely with school leaders to analyze student assessment data and use data to inform instruction
 - Collaborate in grade level teams to discuss student work, share best practices, and ensure student mastery of standards
 - Form and maintain relationships with students' families, including phone calls and conferences
 - Participate in on-going professional development in the spirit of continuous improvement
-

Qualifications:

- Ability to adjust instructional strategies in order to reach year-end goals
- The ability to motivate and challenge students and maintain a highly orderly classroom environment
- Receptiveness to feedback and a desire to continuously improve
- A strong sense of personal accountability for student achievement
- A belief that all students should be held to high standards
- Commitment to implementing proven practice and federal and state policy in support of exceptional English

Phase #2: teachers & rubrics (continued 1)

Recommended Programs

<p>Pennsylvania ESL Program Specialist Certification</p> <p>1. Quickest /Cheapest option: <i>Must Act Quick!</i></p> <p><u>IU1 begins August 15, 2015</u></p> <ul style="list-style-type: none">The ESL Program Specialist Certification program is a collaborative grant project between California University of Pennsylvania and Intermediate Unit 1 which began in 2013 and will end in 2018.consists of a series of six, three-credit courses which lead to the Pennsylvania ESL Program Specialist Certification.The cost per course is \$340. Scholarships may be available to participants in the amount of \$225 per course for the first four courses. With the scholarship reimbursement opportunity, students may receive a total reimbursement of \$900 for the first four courses.<ul style="list-style-type: none">if you apply early and receive a scholarship, the scholarship reimbursement opportunity has you pay \$340 for the course before it begins and once it is completed satisfactorily, you will receive \$225 back.All courses are offered online and require 10 hours of face-to-face field experience in an ESL classroom per course.	<p>per teacher cost before scholarship \$2,040 /\$1,140 after</p>
<p>2. </p> <p>June 22, 2015- April 18, 2016</p> <p>Each summer course will consist of:</p> <ul style="list-style-type: none">10 hours of field experience17.50 hours of face-to-face classroom instruction (one week)15 hours in the online classroom1 evening class of 2.5 hours <p>Each course during the school year will consist of:</p> <ul style="list-style-type: none">10 hours of field experience15 hours of face-to-face classroom instruction (3 Saturdays)2 evening classes of 2.5 hours each (Total 5.00 hours)15 hours in the online classroom <p>Note: if we commit several teachers, they would be willing to make arrangements for them to video-conference in to the classes.</p>	<p>per teacher cost \$3,150</p>
<p>3. La Salle</p> <ul style="list-style-type: none">The program is an 18-credit program which leads to Pennsylvania State Certification as a Program Specialist.The credit rate for Education is currently set at \$690/credit. However, you mentioned that you had about 17 students. With that many students, we would be willing to offer a 20-25% discount. We would also be willing to offer a 20-25% discount to the population. <p>With a cohort of 10 students, they will consider offering coursework at a nearby Mastery school</p>	<p>per teacher cost \$9,396 with 25% off</p>

Phase #2: teachers & rubrics (continued 2)

How to use this information

1. Review the Sheltered English training options
2. Draft a plan for Sheltered Instruction training for general education Camden ELA Teachers, Enrichment Teachers, and Case Managers at your campus
3. Email Kinyta Smalls
 - a. With the option your school will follow along with the dates and names of the teachers who will be in attendance

OR

 - b. To discuss further

3 Options for Sheltered English training

NJDOE requirement: **minimum of 15 Hrs. of Sheltered English training.** Option include variation of the following

- In-house trainings OR
- Online SIOP trainings: 11 sessions (4 live 7 teacher directed)

Options	Over 1 year	Over 2 years				
<p>#1</p> <p>Mastery led Sheltered English trainings</p> <table border="1"> <thead> <tr> <th>Pro</th> <th>Con</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Make relevant to Mastery curriculum & context • ESL teachers turnkey school based PDs/ develop in-house language expert • Cost : \$0 </td> <td> <p>Making time</p> </td> </tr> </tbody> </table>	Pro	Con	<ul style="list-style-type: none"> • Make relevant to Mastery curriculum & context • ESL teachers turnkey school based PDs/ develop in-house language expert • Cost : \$0 	<p>Making time</p>	<p><u>SY18-19</u></p> <ul style="list-style-type: none"> • Nov. 6th 2 hour session <p>Wed/ or data days</p> <ul style="list-style-type: none"> • 6 two hour sessions • + 1 HR. of scaffold creation with the support of a Sheltered English trained professional 	<p><u>SY19- 20 T.O.</u></p> <ul style="list-style-type: none"> • Three hour session Plus • 3 two hour sessions <p>Wed/ or data days</p> <p><u>SY 20- 21</u></p> <ul style="list-style-type: none"> • Three hour session Plus • two hour sessions on Wed/ or data
Pro	Con					
<ul style="list-style-type: none"> • Make relevant to Mastery curriculum & context • ESL teachers turnkey school based PDs/ develop in-house language expert • Cost : \$0 	<p>Making time</p>					

Phase #2: teachers & rubrics (continued 3)

ELL Friendly Schools Checklist

School Component	Must Haves
Welcoming Environment	<ul style="list-style-type: none"> ✓ ELL parents and students are able to understand standard information, follow basic instructions, and see themselves represented in the physical spaces of our schools <i>Enrollment</i> <ul style="list-style-type: none"> ☐ FERPA (Family Educational Rights and Privacy) SNN and Birth Certificates are NOT required to enroll students. Other types of proof of age are: <ul style="list-style-type: none"> ○ Notarized letter of date of birth ☐ Systems are in place to ensure that students whose families have indicated a primary language other than English on the Home Language Survey (HLS) are <i>flagged for ELL screening within 48 hrs. of enrolling in the school.</i> ☐ Students with ≥ 1 languages other than English checked on HLS are screened within 30 days, at beginning of the year, and 2 weeks after October ☐ Translations / Interpreters are provided for all Open Houses, Meet and Greets, and flyers advertising the events ☐ Assistance is provided to Newcomers to the country to ensure that things such as bussing, free and reduced lunch, attendance expectations, and other laws, policies norms, and social service supports related to K-12 school life are understood <i>Front Desk</i> <ul style="list-style-type: none"> ☐ Schools provide systems at front desk for assisting families in their preferred language ☐ Front desk staff is diverse and knowledgeable about cultural norms impacting mannerism, eye contact, and other nuances involved in communication with families & students from diverse cultural and linguistic backgrounds ☐ Resources are visible at the front desk to assist Newcomers with getting to know the school community, school and community based services, opportunities, and events <i>Physical Space</i> <ul style="list-style-type: none"> ☐ Messages and bulletin boards near the school lobby are clearly visible and displayed in both English and the languages of the school's ELL community ☐ The school environment is characterized by images, messaging, and use of languages other than English that reflects the diversity of the school community <ul style="list-style-type: none"> ▪ Signage ▪ Cultural heroes and role models ▪ Motivational quotes ☐ Visual cues are used to identify key spaces and instructions for parents from diverse literacy backgrounds ☐ Hallway bulletin boards include ELL student work and photos where applicable ☐ The traditions, values, and language of the ELL community is represented in extracurricular activities, intercom messages, field trips, and community partnerships

Phase #2: teachers & rubrics (continued 4)

Bilingual Class Must Haves

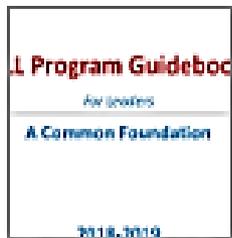
School Component	Must Haves
Program Implementation	<p>✓ The Part-time bilingual program is designed to develop academic Spanish through Language Arts and academic English through all other content and enrichment</p> <p><i>Program Pillars</i></p> <ul style="list-style-type: none"> ❑ SLA replaces ELA and receives equal time for instruction <ul style="list-style-type: none"> ▫ K-2: 180 minutes ▫ 3-6: 165 minutes ❑ SLA implementation is executed based on criteria and timelines outlined in the Bilingual program implementation timeline ❑ Adelante curriculum is purchased and implemented with fidelity ❑ ITL intervention =daily for students reading below grade level taught by Bilingual Aide during reading rotations ❑ 1 period of ESL daily ❑ ESL and bilingual teacher have common planning times ≥2 X month evidenced by annotated lesson plans and cohesion of instructional goals ❑ Students receive math, science / S.S. instruction in English with a NJ certified teacher who attends content trainings and planning meetings for courses taught. ❑ Sheltered English strategies applied in the general education classrooms *or* 2nd period of ESL with push in support <p><i>Instructional staff</i></p> <ul style="list-style-type: none"> ❑ Bilingual & ESL teachers are NJ certified for all courses taught ❑ SLA classrooms have a Spanish speaking aide when the class is composed of multiple grades and or ≥20 % of class has an I.E.P. ❑ Bilingual teacher attends all trainings for: SLA, Instructional foundations, and Guided Reading; teacher also uses all components of the SLA instructional model ❑ Bilingual & ESL teachers submit weekly lesson plans following school protocol ❑ Bilingual teachers are observed and coached in accordance with school's protocol for observation and coaching of core content teachers <p><i>Bilingual Classroom</i></p> <ul style="list-style-type: none"> ❑ Word walls are color coded, follow a color usage protocol for English vs. Spanish; Spanish word walls target Spanish grammar, tricky words, or compare/ contrast English& Spanish ❑ Anchor Charts proportionately reflect the mediums of language used to teach (Eng./Sp.), reflect priority standards/ strategies of the unit, and model/scaffold academic language ❑ English/Spanish classroom library is inviting, displays books in neat, organized & accessible manner, and are labeled using the color /language protocol of the room so that students know when they are reading English vs. Spanish <p><i>Language Protocol</i></p>

Phase #2: teachers & rubrics (continued 5)

ESL Class Must Haves

School Component	Must Haves
<p style="text-align: center;">Program Implementation</p>	<ul style="list-style-type: none"> ✓ ESL class is a dedicated time for ELLs to receive instruction that explicitly targets social & academic language in all 4 language domains based on the WIDA & Common Core standards <i>Program Pillars</i> <ul style="list-style-type: none"> ❑ All ELLs receive 1 period of small group ESL per day ❑ Core content taught by Sheltered English certified teacher, ≥1 period with ESL teacher push-in, or language arts in L1 with certified bilingual teacher ❑ Common planning times for ESL & Key Gen Ed teacher(s) ≥2 X month evidenced by ELL Student at glance form & ESL lesson plans ❑ Required Curriculum: K-6 Reach; 7-12 Edge; Optional -Imagine Learning online program ❑ Homogenous grouping of 6-8 students: Groups are no more than 2 grades and ELPs apart <i>Instructional staff</i> <ul style="list-style-type: none"> ❑ ESL teachers are NJ certified for all courses taught ❑ ESL teachers attend all ESL trainings(priority) * and* training for other content taught or supported (secondary priority) ❑ ESL teachers submit weekly lesson plans following school protocol <i>ESL small group instruction</i> <ul style="list-style-type: none"> ❑ Classroom routines and management systems are in place, well implemented, and reflect the language and culture of students in the group ❑ Student work is posted and up to date ❑ Start and end times & ELP levels for the group are easily accessible to observers ❑ Class agendas and instructional activities are aligned to the ELP level and age of the class (see ESL Observation Guide) ❑ ESL Curriculum and assessments are used to instruct and assess English language growth ❑ ELA language & priority standards of RP are integrated into the lesson ❑ RP 1 & RP 3 are taught using the Portfolio protocol and ends in a benchmark assessment ❑ WIDA MODEL assessment used to benchmark student's ELP growth RP 2 & 4 <i>Language Protocol</i> <ul style="list-style-type: none"> ❑ Language objectives are posted ❑ ESL teachers model social and /or academic language using standard English when instruction students during ESL class time. ❑ ESL teachers who speak the native language of ELLs acknowledge responses in students' home language and restate student L1 responses modeling standard English ❑ During ESL class, student responses in L1 or English are acceptable. ❑ Correct answers during assessments are those that meet the criteria WIDA's receptive and productive language rubrics <i>Compliance</i> <ul style="list-style-type: none"> ❑ Sheltered English PD s for core English instructed classrooms ≥2 X's per year

Phase #2: document & resource

	<p>ELL Program Guidebook NJ by Kinyta Smalls, published July 23rd 2018</p>
	<p>ELL Program Rubric and Must Haves by Kinyta Smalls, published August 1st 2018</p>
	<p>ELL Program Visit Check list: ESL & Bilingual Instruction by Kinyta Smalls, published January 7th 2019</p>

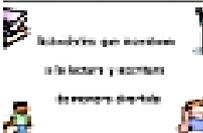
Phase #2: document & resource (continued 1)

	Sheltered English Must Haves by Allison Eller, published January 2nd 2019
	Sheltered English Resources for the ESL teacher by Kinyta Smalls, published July 26th 2017
	Sheltered English Training Series 2019: S.E. Must Haves & Language Objectives by Kinyta Smalls, published March 15th 2019
	Sheltered English Training Series 2019: Sheltered English Coaching Cycle by Kinyta Smalls, published May 22nd 2019
	ELA Replacement (Sheltered English) Course Models by Allison Eller, published January 2nd 2019
	Sheltered English Coaching Cycles by Allison Eller, published July 9th 2018
	Sheltered English Training Series 2019: Creating scaffolds by Frances Nunez, published March 12th 2019
	Sheltered English Training Series 2019: Academic Discussions by Kinyta Smalls, published January 3rd 2019

Phase #2: document & resource (continued 2)

	ESL Instructional Guidebook 2018-19 by Kinyta Smalls, published August 22nd 2018
	ESL Lesson Plan Template by ELP by Veronica Williams, published January 3rd 2019
	What do ESL Teachers Teach? by Allison Eller, published January 2nd 2019
	ESL Scoring Toolkit by Kinyta Smalls, published January 3rd 2019
	ESL Multi-Campus Teacher Screener Schedule by Veronica Williams, published January 3rd 2019
	ESL Compliance -PA by Kinyta Smalls, published January 3rd 2019
	ESL - Building with Stories by Veronica Williams, published January 3rd 2019
	Directions for ESL Test Score Entry by Allison Eller, published January 2nd 2019
	Approaches to Co-Teaching between ESL and General Ed Teachers by Allison Eller, published January 2nd 2019

Phase #2: document & resource (continued 3)

	K-2 Spanish Language Arts (SLA) Sight Word List by Kinyta Smalls, published July 26th 2018
	Spanish Language Arts 3-6 by Kinyta Smalls, published January 3rd 2019
	Spanish Language Arts Teacher Orientation Summer 2018 by Kinyta Smalls, published January 3rd 2019
	Spanish Language Arts (SLA) Lesson Plan Templates by Allison Eller, published January 2nd 2019
	Spanish language arts : K-2 by Kinyta Smalls, published January 3rd 2019
	Spanish Language Arts Writing Scope & Sequence by Kinyta Smalls, published January 3rd 2019
	K-2 SLA Guidebook & Adelante Tutorial by Kinyta Smalls, published January 3rd 2019
	3-6 SLA Guidebook & Adelante Tutorial by Kinyta Smalls, published January 3rd 2019

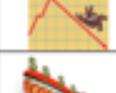
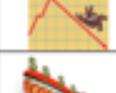
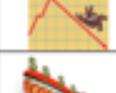
Phase #2: document & resource (continued 4)



Contents

Accurate Language Services	2
Transperfect	4
Transact	5

Phase #2: document & resource (continued 5)

Lessons	Objective	Scaffold	ELP 1-2	ELP 3-4																																								
<p style="color: red; text-align: center;">2: Great Depression Day 2</p>	<p style="text-align: center;">W. 6.3</p> <p style="text-align: center;">Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>Content Objective: SWBAT integrate information from multiple media or formats.</p> <p>Language objective: I will be able to listen for details about "the American Spirit" from the Great Depression video by using a note taking graphic organizer.</p> <p>Language Needed: locate, integrate, spirit, communicate</p>	X	X																																								
		<p>Word bank with images</p> <div style="display: flex; justify-content: space-around;"> <table border="1" style="font-size: small;"> <caption>Great Depression Vocabulary for 3 words</caption> <thead> <tr><th>Vocabulary Word</th><th>Picture</th><th>Definition</th></tr> </thead> <tbody> <tr><td>economic</td><td></td><td>to produce</td></tr> <tr><td>producer</td><td></td><td>produce, design, or guarantee</td></tr> <tr><td>the</td><td></td><td>alone</td></tr> <tr><td>manufacture</td><td></td><td>to produce something, make something work</td></tr> </tbody> </table> <table border="1" style="font-size: small;"> <caption>Great Depression Vocabulary for 3 words</caption> <thead> <tr><th>Vocabulary Word</th><th>Picture</th><th>Definition</th></tr> </thead> <tbody> <tr><td>producer</td><td></td><td>the person or company which produces or produces and sells</td></tr> <tr><td>economic</td><td></td><td>to deal with the economy, money, about</td></tr> <tr><td>crash</td><td></td><td>the sudden fall or drop</td></tr> <tr><td>recession</td><td></td><td>the act of going down</td></tr> </tbody> </table> <table border="1" style="font-size: small;"> <thead> <tr><th>Picture</th><th>Definition</th></tr> </thead> <tbody> <tr><td></td><td>the act of taking back property due to failure to make payments</td></tr> <tr><td></td><td>the act of taking one's share</td></tr> <tr><td></td><td>to advertise a business or to ask to sell it to someone else</td></tr> <tr><td></td><td>people of military service in the military</td></tr> </tbody> </table> </div>	Vocabulary Word	Picture	Definition	economic		to produce	producer		produce, design, or guarantee	the		alone	manufacture		to produce something, make something work	Vocabulary Word	Picture	Definition	producer		the person or company which produces or produces and sells	economic		to deal with the economy, money, about	crash		the sudden fall or drop	recession		the act of going down	Picture	Definition		the act of taking back property due to failure to make payments		the act of taking one's share		to advertise a business or to ask to sell it to someone else		people of military service in the military	X	
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<p>Sentence stems</p> <p>The author means _____.</p> <p>The producer means _____.</p> <p>The message is _____.</p>	X																																											
<p>Sentence Stems</p> <p>Before the stock market crash, _____, but things changed after crash by _____.</p> <p>The video/article is trying to communicate _____. I know this because _____.</p>		X																																										

Phase #2 solution oriented: **create a model**



Phase #2 **activity**

List rubrics and resources that are in place to support ELA and Math teachers .

- Is there parity in a way that supports high quality instruction in the ESL and bilingual classroom?
- In assessments & data to inform instruction ?
- In accountability to reinforce the message that ELL programming is important and ELL student outcomes are of consequence?

Rubrics & resources	ELA /Math	ESL	Bilingual
Scope & Sequence	Yes	No	Not sure
Teaching Standards	Yes	Yes	Not sure

Journey towards inclusivity: phase #3

- Welcome : Rollcall
- ELL Inclusivity: Why it matters

■ Journey towards inclusivity

- Phase #1

- Phase #2

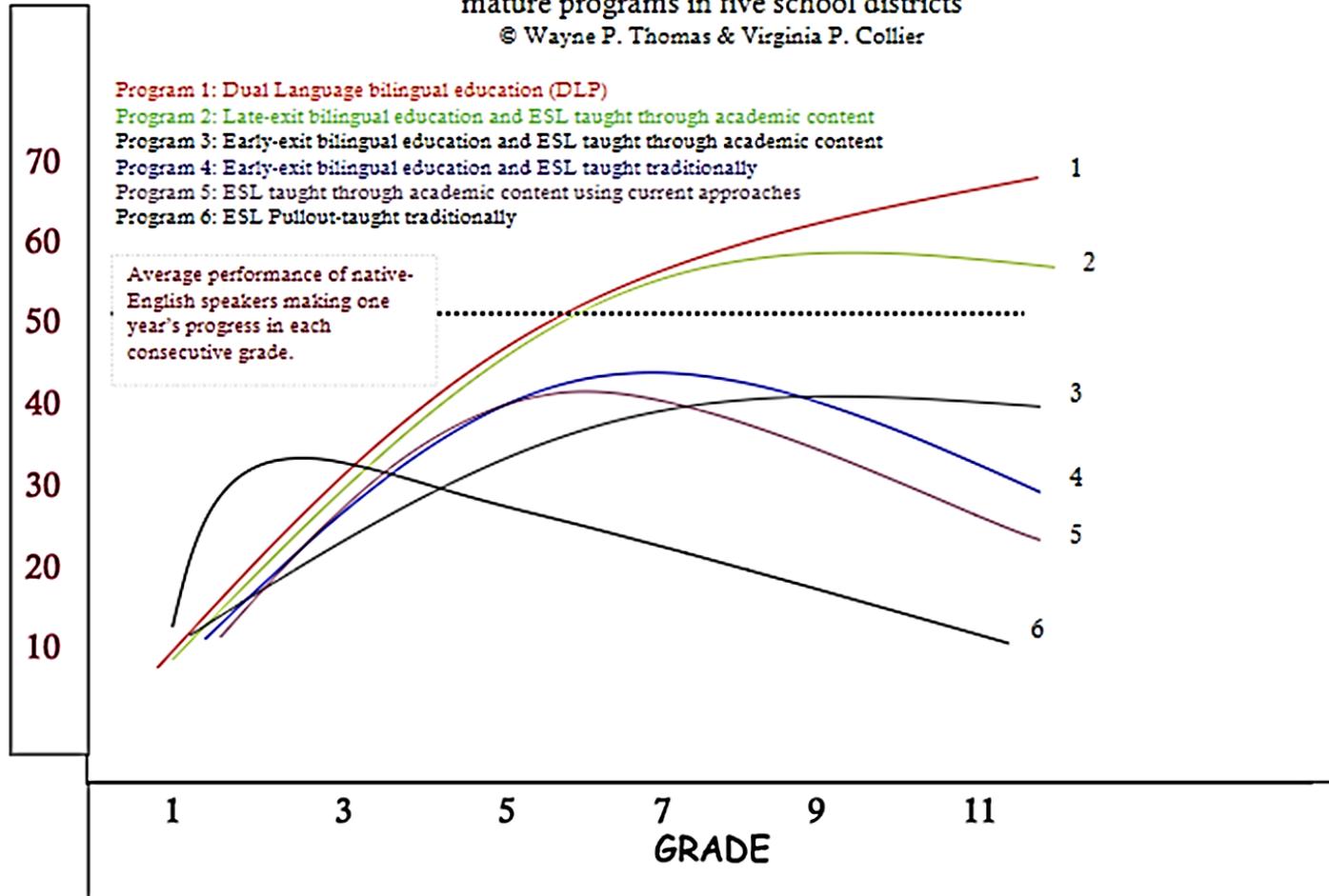
- **Phase #3** -analyze data & use to advocate

- Your WHY: Anchoring the work

Use existing data

Data aggregated from a series of 3-7 year longitudinal studies from well-implemented, mature programs in five school districts

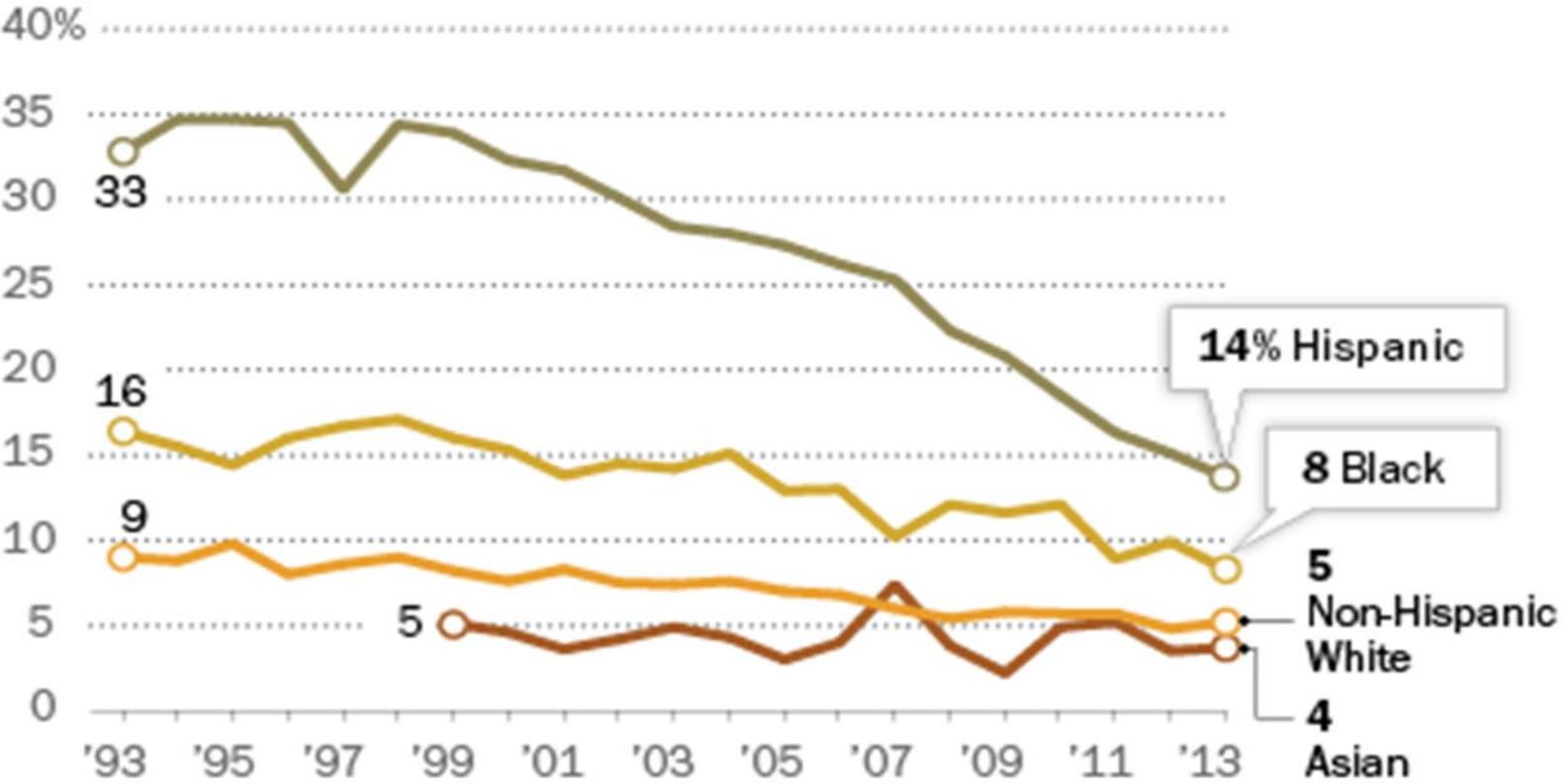
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Use existing data (continued)

Hispanic, Black High School Dropout Rates Reach Record Lows

Percent of 18-to 24-year-olds dropping out of high school



Closely monitor ELL data

Phase#3 **activity**

- What opportunities for advocacy exists within the data sets that currently exist at your school/organization?
- What data points need to be collected in order to more accurately assess ELL access to core content and highlight strengths in ELL student outcomes?
- Who or what is your biggest ally today?
 - How can you leverage this resource in order to create more equitable learning environments and resources for ELL s?

Your why

- Welcome : Rollcall
- ELL Inclusivity: Why it matters
- Journey towards inclusivity
 - Phase #1
 - Phase #2
 - Phase #3
- **Your why: Anchoring the work**

Knowing your why : why it matters



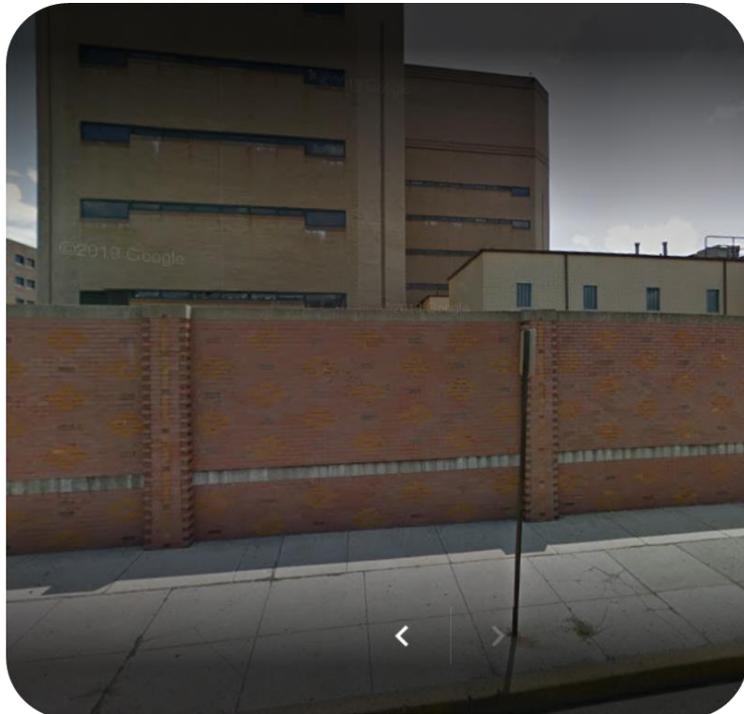
“...a clear sense of purpose enables you to focus your efforts on what matters most, compelling you to take risks and push forward regardless of the odds or obstacles.”

Taken from Forbes article : **Do You Know Your "Why?" 4 Questions To Find Your Purpose**

By: **Margie Warrell**

Your Why **activity**

What is the aha moment that put you on this journey?



With a partner: share your why statement

To _____ so that _____.

- simple and clear
- actionable
- focused on how you'll contribute to others, and
- expressed in affirmative language that resonates with you