

Slide 1 –

Greetings, E-S-O-L Coordinators. Thank you for joining us for lunch today as we Munch and Learn!

As you remember, last month in our Munch & Learn session, we reviewed the statewide standardized process in Georgia to identify English learners. Today we are going to talk about what schools must do for ELs after they have been identified.

Slide 2 –

We are recording today's session and will post it on the ESOL language program website, just like we did last month. We will also compile your questions into an FAQ document to post alongside the recording and PPT. On this slide you can see that we have placeholders for the monthly webinar sessions. There is a link to this page on the right-hand side of the main E-S-O-L website.

Slide 3 –

This is our lunch menu for today. I know you miss those tasty school lunches! After a few lunch items, we will stop and digest. This is when you get to type your questions and comments in the chat box for us. Thank you for your active engagement in our lunch session today.

Slide 4 –

Just like last month, the Federal and state laws will be our appetizer again today.

According to the *Office for Civil Rights Dear Colleague Letter* of January 2015, p. 12, when EL students are identified, "school districts must provide them with appropriate language assistance services or programs. These must be educationally sound in theory and effective in practice; however, civil rights laws do not require any particular program or method of instruction for EL students."

Because of these requirements in Civil Rights law, the state provides school districts with an ESOL State Board of Education Rule, a list of state-funded ESOL courses, and a variety of ESOL delivery models to choose from when designing an ESOL program that is (and I quote O-C-R), "reasonably calculated to enable EL students to attain both English proficiency and parity of participation in the standard instructional program within a reasonable length of time."

These documents and resources linked here and also linked to the main ESOL language program website are your district's guide to designing and implementing an O-C-R-compliant ESOL language instruction educational program. These are the source documents for everything we do in E-S-O-L.

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We have provided you with an infographic so you can quickly review the ten obligations schools have to serve English learners and their parents. This infographic can be found on our ESOL website.

Last month we discussed the responsibility in the light green circle at the top numbered 1: Identify and screen all potential EL students in a timely, valid, and reliable manner.

Today we are going to talk about the responsibilities in the orange, green, blue, and pink circles numbered with a 2.

We will discuss the other obligations on this infographic in our upcoming ESOL Munch & Learn sessions.

By the way, DOJ stands for the Department of Justice.

Slide 6 –

The OCR document we've been talking about is linked on the previous slide, but you can also find it on the main ESOL language programs website – just scroll all the way down past the beautiful pictures of the Exemplary English learners and their Exemplary ESOL teachers, until you see **Federal Laws**. (show on screen)

The English Learner Toolkit is a ten-chapter booklet explaining each of the ten obligations schools have under Office for Civil Rights. It is a great companion booklet to the actual guidance document. I highly recommend you print both resources. We have also provided you a link to more resources for the education of English learners.

Slide 7 –

Here is a snapshot of where you can find links to the state's resources on the ESOL website so you can design an educationally sound and effective ESOL language instruction program. We are going to look at some of these today, starting from the last bulleted item on the State Guidance list – Reporting ESOL Delivery Models.

Slide 8 –

Where is the magic in an ESOL Delivery Model? What makes it “work” for our EL students? Here is a list of questions to guide your schools as you decided which ESOL Delivery Models will be effective for your students. I want you to think about these questions as we look at each Delivery Model, and be prepared to answer them in the CHAT BOX for that particular model.

Are the delivery models designed to meet the unique needs of EL students?

A school district will typically have to provide more EL services for the least English proficient EL students than for the more proficient ones. So where and how can we provide more English language instruction?

What do students' levels of English proficiency got to do with it?

On pg. 13 of the OCR guidance we are told that districts should provide designated English language development (ELD) or English as a Second Language (ESL) service for EL students at the same or comparable ELP levels to ensure these services are targeted and appropriate to their ELP levels.

Is students' time in EL programs (in U.S. schools) a factor?

What about our teachers? Are they prepared & trained to teach ELs?

How many ELs do we have in our school? 5? 95? 205?

Do our chosen models to delivery ESOL instruction avoid segregation?

We're going to look at the ESOL Delivery Models approved for use in Georgia and think about these questions for each one.

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Pull-out – (read description, teacher, and coding)

- Designed to meet which unique needs?
- For which levels of English proficiency?
- For students' who just came or have been in U.S. schools awhile?
- How prepared do teachers need to be?
- This model works best with a lot of ELs or a small number of ELs in the school?
- Does this model Avoid segregation?
- Can students obtain English proficiency and parity of participation in a reasonable length of time?

Push-In/Collaborative – (read description, teacher, and coding)

- Designed to meet which unique needs?

- For which levels of English proficiency?
- For students' who just came or have been in U.S. schools awhile?
- How prepared do teachers need to be?
- This model works best with a lot of ELs or a small number of ELs in the school?
- Does this model avoid segregation?
- Can students obtain English proficiency and parity of participation in a reasonable length of time?

Slide 10 –

Resource Center/LAB– (read description, teacher, and coding)

- Designed to meet which unique needs?
- For which levels of English proficiency?
- For students' who just came or have been in U.S. schools awhile?
- How prepared do teachers need to be?
- This model works best with a lot of ELs or a small number of ELs in the school?
- Does this model avoid segregation?
- Can students obtain English proficiency and parity of participation in a reasonable length of time?

Scheduled ESOL Class Period – read OCR description– (read description, teacher, and coding)

- Designed to meet which unique needs?
- For which levels of English proficiency?
- For students' who just came or have been in U.S. schools awhile?
- How prepared do teachers need to be?
- This model works best with a lot of ELs or a small number of ELs in the school?
- Does this model avoid segregation?
- Can students obtain English proficiency and parity of participation in a reasonable length of time?

Newcomer Center– (read description, teacher, and coding)

- Designed to meet which unique needs?
- For which levels of English proficiency?
- For students' who just came or have been in U.S. schools awhile?
- How prepared do teachers need to be?
- This model works best with a lot of ELs or a small number of ELs in the school?
- Does this model avoid segregation?
- Can students obtain English proficiency and parity of participation in a reasonable length of time?

Slide 11 –

Sheltered Content– (read description, teacher, and coding)

- Designed to meet which unique needs?
- For which levels of English proficiency?
- For students' who just came or have been in U.S. schools awhile?
- How prepared do teachers need to be?
- This model works best with a lot of ELs or a small number of ELs in the school?
- Does this model avoid segregation?
- Can students obtain English proficiency and parity of participation in a reasonable length of time?

Newcomer Sheltered Content – (read description, teacher, and coding)

- Designed to meet which unique needs?
- For which levels of English proficiency?
- For students' who just came or have been in U.S. schools awhile?
- How prepared do teachers need to be?
- This model works best with a lot of ELs or a small number of ELs in the school?
- Does this model avoid segregation?

- Can students obtain English proficiency and parity of participation in a reasonable length of time?

Innovative – (read description, teacher, and coding)

- Designed to meet which unique needs?
- For which levels of English proficiency?
- For students' who just came or have been in U.S. schools awhile?
- How prepared do teachers need to be?
- This model works best with a lot of ELs or a small number of ELs in the school?
- Does this model avoid segregation?
- Can students obtain English proficiency and parity of participation in a reasonable length of time?

Slide 12 –

DLI – (read description, teacher, and coding)

- Designed to meet which unique needs?
- For which levels of English proficiency?
- For students' who just came or have been in U.S. schools awhile?
- How prepared do teachers need to be?
- This model works best with a lot of ELs or a small number of ELs in the school?
- Does this model avoid segregation?
- Can students obtain English proficiency and parity of participation in a reasonable length of time?

Many of you have asked if they can do the DLI model and I refer you to Patrick Wallace in the World Language Department. He couldn't be with us today, but the World Language website has all the information you need to know about DLI.

Slide 13 –

You noticed all these Delivery Models have specific courses to code in the EL student's schedule. As you can see the courses for K-8 are generic and do not mean much. However, in high school, you have a variety of courses to choose from.

The State Board of Education Rule for ESOL states that the language instruction educational curricula should be taught in the state-funded ESOL program, and it shall consist of plans of instruction which are adapted to the English proficiency of students and are designed to develop listening, speaking, reading, writing, and American cultural concepts as well as the language of academic instruction used in language arts, mathematics, science, social studies, and fine arts and physical education.

As a state, we have not defined exactly what the ESOL teacher should be teaching in each course. But, Our state belongs to the WIDA Consortium; therefore, the WIDA English language development standards, framework, and resources should be taught in all ESOL courses in Georgia, in order to prepare the students to be tested on those academic English standards (the ACCESS test). In addition, federal law requires that our state's English language development standards align with our Georgia Standards of Excellence. That alignment is being worked on as a crosswalk between WIDA resources and our standards. This new resource will be rolled out later this year.

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For the purposes of funding, ESOL served students in grades K-3 shall be counted for a maximum of one segment at the ESOL weight; grades 4-8 students for a maximum of two segments at the ESOL weight; and grades 9-12 students for a maximum of five segments at the ESOL weight. This is also in the state board rule.

- Why would students in grades 9-12 be able to receive more ESOL? CHAT BOX
- And why would students in grades K-3 only get one ESOL segment? CHAT BOX

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The State board rule also has a section on class size and ESOL teacher qualifications.

- The class is limited to the maximum size specified in State Board of Education Rule 160-5-1-.08 Class Size .
- The state funded ESOL program teacher shall hold necessary and appropriate ESOL endorsement or ESOL certification issued by the Georgia Professional Standards Commission.

Your school district's SWSS or Charter Waiver may describe other class sizes and teacher qualifications

(Read the column on the right)

Slide 16 – Read slide!

Here are five statements I copied from the Office for Civil Rights guidance for educating English learners. It's in Section G: Meeting the needs of EL students whose parents opt them out of ESOL... (pages 29-32)

Students retain EL status and school remains obligated to take “affirmative steps” and “appropriate action” to provide ELs access to educational programs.

Have repeat #5 to a colleague.

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Stop for questions. Don't answer them all. Have put questions in Chat BoX.

Slide 18 –

On May 18 of this year, the United States Department of Education’s Office of Elementary & Secondary Education published a Fact Sheet on Providing Services to ELs during periods of school closures. It is a series of questions and answers from U-S-E-D, and let's read number 5.....

Slide 19 –

On May 18 of this year, USED’s Office of Elementary & Secondary Education published a Fact Sheet on Providing Services to ELs during periods of school closures.

Collaborative Model is NOT A CONSULTATIVE MODEL – Consulting with a reg ed teacher is a best practice, but it is not a language instruction educational program model.

Slide 20 – read slide

Slide 21 –

The optional Distance Learning Plan for Language Instruction Services is a WORD document that you are welcome to edit to fit your school needs. You can make this a grade-level Plan or an individual student plan. This documentation will protect your school in the event of an OCR complaint by parents that you are not providing their child with the English language instruction services he needs to be successful in school – even in remote/online/virtual school.

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Two VERY IMPORTANT DOCUMENTS FOR YOU TO BE FAMILIAR WITH ARE....

Did I say these documents were important? YES! They are linked here or you can just go to the Data Collections Documentation website and click on Full Time Equivalent and then click on the FAQ document. Please be familiar with this information as you plan for virtual / online / remote ESOL this year.

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We have also provided you with additional resources on the ESOL language program website.

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And, as a WIDA state, we highly recommend you check out the resources on the WIDA website for teaching online.

Another important website to bookmark on your computer is the National Clearinghouse for English Language Acquisition. This is a USED funded website with many resources to support the continuity of learning during school closures. Please check it out and submit resources as well! 😊

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Another wonderful website to find excellent research-based resources is USED's Office of English Language Acquisition. They recently published this study on Supporting ELs through technology. This ppt and research study is a "MUST" for you if you are planning on delivery ESOL online or remotely!

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Two more locations for support for your distance ESOL is the Institute of Education Sciences – Regional Educational Laboratories. Please check out their websites for recent research-based, evidence-based resources.

And finally, the Center for Applied Linguistics has some online learning resources for teachers as well.

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Chat box

Slide 28 –

The USED Fact Sheet even addresses schools' obligations to provide EL students with accommodations in virtually delivered content classes. They have given us some ideas.

- Now, how does this work when your EL students are doing Odysseyware? Edgenuity? Ga Virtual? Apex?
- Why do we provide accommodations?
- To which EL students? – based on need – Who needs it the most? (older students with lower proficiencies)

Slide 29 –

I have invited Dr. Mary Nesbit-McBride, the ACCESS Assessment Specialist here at the Department of Education, to talk with us a little about the English Learner Testing Participation Committee and its responsibilities.

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Mary

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Mary

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Mary

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Mary Q & A

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Plug for next session.

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Helpdesk for questions you think about later!

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The end