A Coherent Instruction System for English Learners

A GaDOE EL Language Programs' ESOL Directors' Munch & Learn

Sept 2, 2020

Georgia Department of Education

ESOL Directors' Munch & Learn Series 2020-2021

- July – **EL Entrance Procedures** (Presentation: Recording: FAQs)
- August – **ESOL Delivery Models & EL/TPCs** (Presentation: Recording: Q & A)
- September – **WIDA ELD Standards & Resources** (Presentation: Recording: Q & A)
- October – **MTSS for ELs, EL/SWD, Gifted ELs** (Presentation: Recording: Q & A)
- November – **Middle School ELs, SLIFE, Newcomers, LTELs** (Presentation: Recording: Q & A)
- December – **Assessing ELs** (Presentation: Recording: Q & A)
- January – **Effective Interventions for ELs** (Presentation: Recording: Q & A)
- February – **ESOL Teachers Professional Capacity** (Presentation: Recording: Q & A)
- March – **EL Family & Community Engagement** (Presentation: Recording: Q & A)
- April – **EL Exit Procedures** (Presentation: Recording: Q & A)
- May – **EL Program Evaluation** (Presentation: Recording: Q & A)
- June – **ACCESS Data Literacy** (Presentation: Recording: Q & A)

Proposed Rules for August 2020

State Board of Education Rule
160-3-1-.07 Testing Programs - Student Assessment

- Notice of Proposed Rulemaking
- Redline Version
- Rule Synopsis

State Board of Education Rule
160-4-2-.32 Student Support Team

- Notice of Proposed Rulemaking
- Redline Version
- Rule Synopsis

State Board of Education Rule
160-4-2-.34 Dual Enrollment

- Notice of Proposed Rulemaking
- Redline Version
- Rule Synopsis

State Board of Education Rule
160-4-5-.02 Language Assistance: Program for English Learners (ELs))

- Notice of Proposed Rulemaking
- Redline Version
- Rule Synopsis

Updates to the ESOL State Board Rule – 30-day public comment

https://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/Pages/Proposed-Rulemakings.aspx

Let's get involved!

English to Speakers of Other Languages (ESOL)

NEW Resources

WIDA Remote Screener Guidance

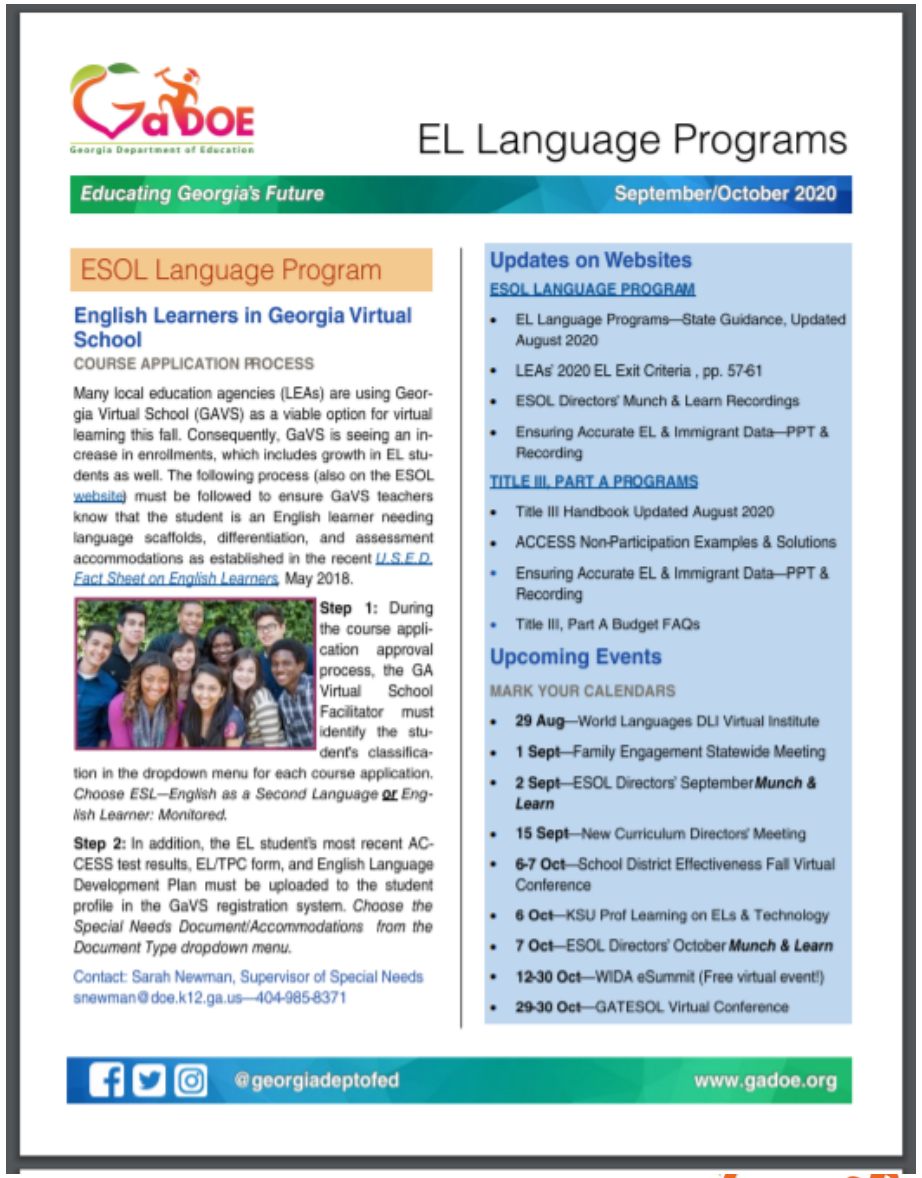
- State Guidance Regarding the Identification of English Learners
- Summary of GaDOE Guidance on WIDA Screening Procedures
- FAQs on the New WIDA Remote Screener

Back to School Resources

- EL-TPC Supplemental Guidance - August 2020
- Guiding Questions for the Supervision of EL Programs
- Risk Factors Checklist Tool - English Learners
- ESOL Fall 2020 Newsletter
- Course Application Process for ELs in GA Virtual School

Continuity of Language Learning Resources

- Georgia's Optional ESOL Distance Learning Plan Template (Fillable)
- USED EL Fact Sheet: Providing Services to ELs during School Closures
- Strategies for Assisting English Learner Students Online
- Online Resources for ESOL Teachers
- CCSSO Compiled List of State Resources for the Education of ELs
- Suggestions for Online ESOL Classes and Activities
- Resources for Parents at Home
- Infographic: ESOL Teacher Strategies for Distance Learning



GaDOE Georgia Department of Education

EL Language Programs

Educating Georgia's Future | September/October 2020

ESOL Language Program

English Learners in Georgia Virtual School

COURSE APPLICATION PROCESS

Many local education agencies (LEAs) are using Georgia Virtual School (GAVS) as a viable option for virtual learning this fall. Consequently, GaVS is seeing an increase in enrollments, which includes growth in EL students as well. The following process (also on the ESOL website) must be followed to ensure GaVS teachers know that the student is an English learner needing language scaffolds, differentiation, and assessment accommodations as established in the recent *U.S.E.D. Fact Sheet on English Learners*, May 2018.

Step 1: During the course application approval process, the GA Virtual School Facilitator must identify the student's classification in the dropdown menu for each course application. *Choose ESL—English as a Second Language* ***or*** *English Learner: Monitored.*

Step 2: In addition, the EL student's most recent ACCESS test results, EL/TPC form, and English Language Development Plan must be uploaded to the student profile in the GaVS registration system. *Choose the Special Needs Document/Accommodations from the Document Type dropdown menu.*

Contact: Sarah Newman, Supervisor of Special Needs
snewman@doe.k12.ga.us—404-985-8371

Updates on Websites

ESOL LANGUAGE PROGRAM

- EL Language Programs—State Guidance, Updated August 2020
- LEAs' 2020 EL Exit Criteria , pp. 57-61
- ESOL Directors' Munch & Learn Recordings
- Ensuring Accurate EL & Immigrant Data—PPT & Recording

TITLE III, PART A PROGRAMS

- Title III Handbook Updated August 2020
- ACCESS Non-Participation Examples & Solutions
- Ensuring Accurate EL & Immigrant Data—PPT & Recording
- Title III, Part A Budget FAQs

Upcoming Events

MARK YOUR CALENDARS

- **29 Aug**—World Languages DLI Virtual Institute
- **1 Sept**—Family Engagement Statewide Meeting
- **2 Sept**—ESOL Directors' September ***Munch & Learn***
- **15 Sept**—New Curriculum Directors' Meeting
- **6-7 Oct**—School District Effectiveness Fall Virtual Conference
- **6 Oct**—KSU Prof Learning on ELs & Technology
- **7 Oct**—ESOL Directors' October ***Munch & Learn***
- **12-30 Oct**—WIDA eSummit (Free virtual event!)
- **29-30 Oct**—GATESOL Virtual Conference

@georgiadeptofed www.gadoe.org

Lunch Menu Today

Appetizer

Review August Munch & Learn

Federal requirements

Main Course

- ELA
- Math
- Science
- Social Studies
- Georgia Virtual School

Dessert

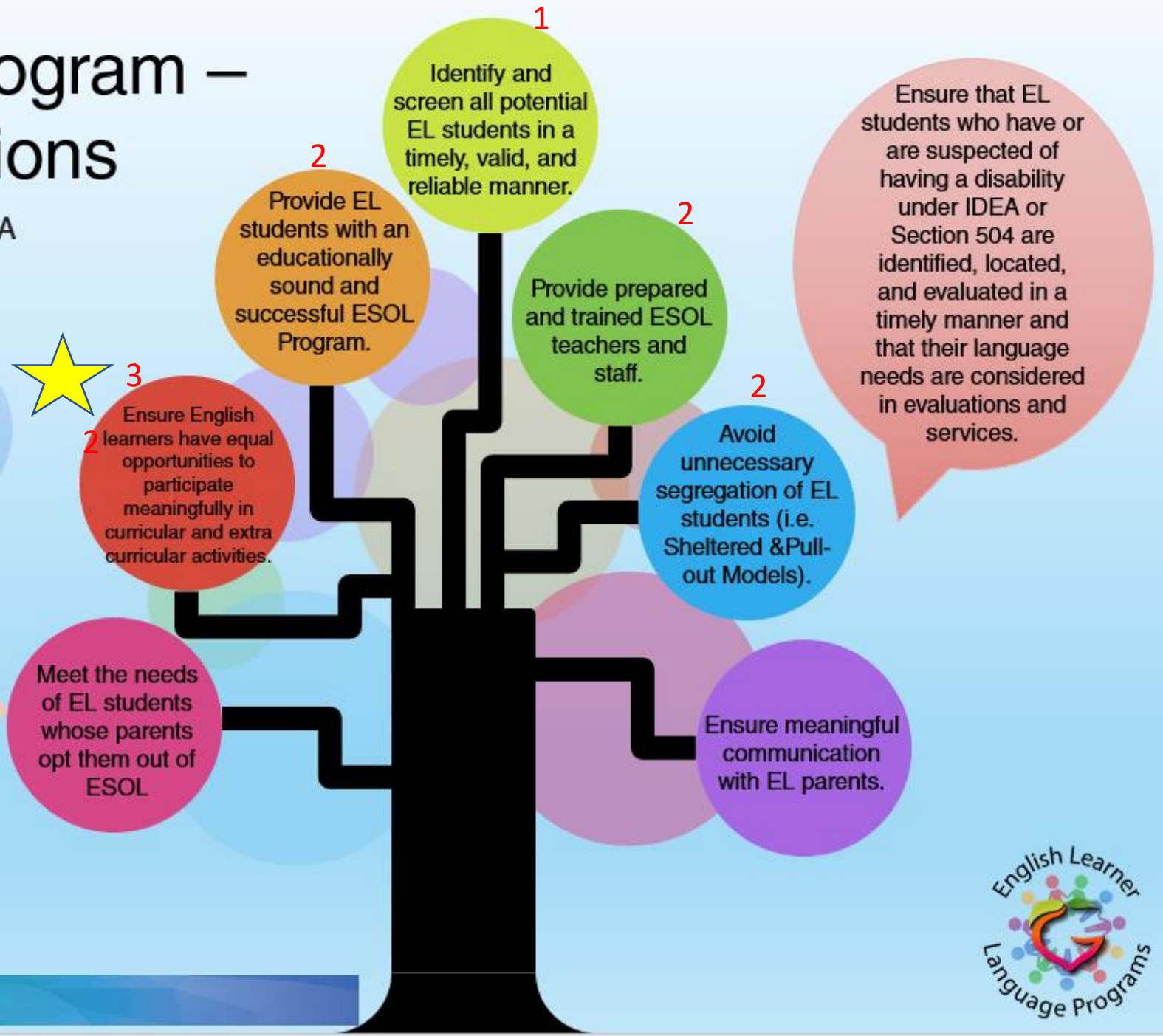
WIDA PD & Resources

ESOL Language Program – LEAs' Legal Obligations

Title VI of the Civil Rights Act of 1964 and EEOA

1. Monitor and evaluate EL students progress in English and academic grade-level knowledge;
2. Exit them when they are proficient in English; and
3. Monitor exited students to ensure they were not prematurely exited.

Evaluate the effectiveness of the LEA's ESOL Program to ensure EL students acquire English and that the program is reasonably calculated to allow ELs to attain parity of participation in the standard instructional program with a reasonable time period.



Georgia Department of Education

May 2020

English Learner Language Programs

The student is identified as an EL and is placed in an ESOL program….now what?

1. Must ensure ELs participate **meaningfully** in curricular and extra curricular activities
   - Provide access to core curriculum
   - Academic deficits incurred while learning English may hinder equal participation.
   - Extra curricular: PreK, magnet, career/technical, counseling, AP, IB, Gifted/talented, online/distance learning, performing/visual arts, athletics, clubs, honor societies
2. Meet the needs of students whose parents waive ESOL.
3. Monitor EL students progress in school.

OCR/DOJ *Dear Colleague Letter: English Learner Students and Limited English Proficient Parents*

What's content got to do with it?

How coherent is instruction for English learners?

- Planning for quality instruction
- Delivery quality instruction
- Monitoring student progress
- Refining the Instructional System

- School & District Effectiveness website

Providing ELs Access to English Language Arts

Dr. Breanne Huston

ELA/Literacy Program Manager

Curriculum & Instruction

WHAT WE KNOW

Vocabulary knowledge is the single greatest contributor to reading comprehension and thus a strong predictor of overall academic achievement.

--Kate Kinsella, Isabel Beck, Robert Marzano, Doug Fisher, et. al.

Effective means that students learn the words, use the words, and remember the words.

~Kylene Beers

Selecting essential words

Explicitly defining and contextualizing those words

Helping students to actively process the information

Providing multiple exposures to the words

Where to Start?

TEACHER GUIDANCE

For teaching the Georgia Standards of Excellence (GSE)

Georgia Department of Education

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Available for all grade levels

Eighth Grade GSE
Reading Literary (RL)
ELACC8RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Skills/Concepts for Students:

- Practice careful and attentive reading of both assigned texts and independent text choices
- Read a wide variety of texts, including a variety of styles, genres, literary periods, authors, perspectives, and subjects
- Use annotation and note-taking
- Read within appropriate time frame for extended text
- Choose works from multiple genres, cultures, and literary periods
- Consider keeping a notebook of texts read with notes, annotations, and any relevant student work produced
- Use self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting)
- Read with a rhythm, flow, and meter that sounds like everyday speech (prosody)

Instructional Strategies for Teachers:

- Choose texts of appropriate complexity
- Require reading through multiple modes: group, pairs, individual, in class, out of class, via digital mediums, etc.
- Provide scaffolding on difficult texts through commentary and interpretation, group discussion, complementary visual texts, and professional annotations, as appropriate
- Require specific textual evidence for all claims and inferences about texts, even in informal discussion
- Include the work of Georgia authors, as appropriate

Sample Performance-based/Standards-based Task(s):
Conference with students to set personal literacy goals appropriate to each individual, including a suggested reading list (this list may include poems, films, and works of art as well). Students can keep a notebook which includes notes and personal commentary on each text read over the course of the year, including any relevant analyses or other work produced in relation to given texts. An extension of this activity can include students creating "book cards" that give plot, setting, characters, author, publication details, personal review, and summary of a text. These cards may be reproduced to provide each student with an extensive set of cards that include summaries of all books read by all classmates. Ideally, by the end of the year, each student has a reference library of notes on a number of books, useful for building overall literary expertise and breadth of knowledge of authors and titles, and from which to draw recommendations for continued independent reading

Suggested Key Terms:

Literary	Fiction	Informational	Non-Fiction	Genre
Claim	Plot	Setting	Character	Analysis
Annotation	Evidence	Inference	Summary	Prosody

Driving Practices & Unified Skillsets for ELA

This document contains holistic, standards-based skillsets for grades K-12. These unified skillsets support specific driving practices that are integral parts of meaningful and purposeful learning in English language arts.

Georgia Department of Education

June 2020

Grades 4-5

4-5 Unified Skillset:

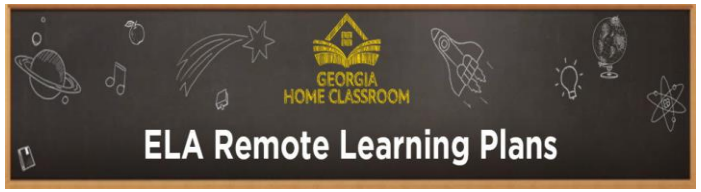
~ Build the stamina and skills to read widely and deeply from a range of challenging fiction, informational texts, and other materials.
~ Build knowledge about subjects through informal research projects and respond analytically to literary and informational sources in other content areas.
~ Learn variations in word meanings: synonyms, antonyms, idioms, and words with more than one meaning.
~ Solidify essential language skills (roots, prefixes, suffixes) that are used to analyze the meanings of complex words.
~ Explain what books say—both explicitly and what is implied from its details.
~ Write effective summaries, book reports, essays, and descriptions of characters or events.

Driving Practice: *Acquire and Use Vocabulary.*

L.4: Word Meanings
L.5: Nuances in Meaning
L.6: Academic/Disciplinary Vocabulary

4th Grade	5th Grade
ELA.GSE.4.L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. **a.** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. **b.** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). **c.** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	**ELA.GSE.5.L4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. **a.** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. **b.** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). **c.** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
ELA.GSE.4.L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **a.** Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. **b.** Recognize and explain the meaning of common idioms, adages, and proverbs. **c.** Demonstrate understanding of words by relating them to their opposites(antonyms) and to words with similar but not identical meanings(synonyms).	**ELA.GSE.5.L5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **a.** Interpret figurative language, including similes and metaphors, in context. **b.** Recognize and explain the meaning of common idioms, adages, and proverbs. **c.** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Resources for Distance Learning



[ELA Remote Learning Plans]

[Distance Learning Guides]

GEORGIA VIRTUAL LEARNING PROFESSIONAL LEARNING

[Georgia Virtual Learning Shared Content for ELA]

GPB Resources

Georgia Home Classroom

Getting Ready for K - 3

Current Professional Learning Opportunities for English Teachers

Georgia Department of Education

Georgia Writes

Changing the World One Word at a Time

Connect:

georgiawrites.org

georgiawriters1@gmail.com

@georgiawrites1

@writesgeorgia

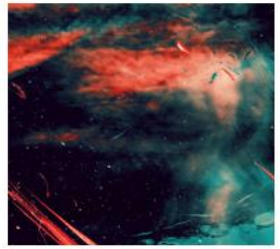
Georgia Writes

Alan Madera

Alan

charlie m.

Life During the Coronavirus Outbreak



Jack Sakers

Things with Power

Noland Taylor

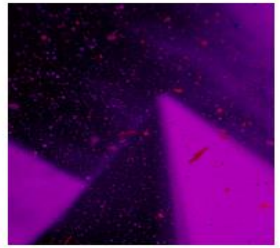
The Story of Lilac Village

Andi Nguyen

I Was of Three Minds

Carson M.

Dead in the Castle



John LeMaster

13 Ways

Mary Kim

The Mast Feels Tight

Professional Learning Courses

Currently Available	Coming Soon
L4GA Pathway	Growing Great Writers (GaWP)
Understanding Vocabulary Instruction	
*Dramatic Writing Course	

http://www.galearns.org/

Upcoming Professional Learning Opportunities

Deep Dive into Dyslexia

- Invited Guest:
- Dr. Nora Schlesinger, KSU

The Whole Child and Reading Difficulties

- Invited Guest:
- Dr. Julie Washington, GSU

Six Tools for Student Engagement with Cris Tovani

- **Part 1:** September 10: Topic: What Makes Learning Compelling?
- **Part 2:** September 24: Time: Planning for Students to do the Work
- **Part 3:** October 5: Targets: What Do We Want Students to Know and Be Able to Do?
- **Part 4:** October 22: Tasks: How Do We Know What Students Know and Need?
- **Part 5:** November 5: Texts: Using a Variety of Text Structures & Reading Levels so Students Can
- Access Content
- **Part 6:** November 19: Tending: What Do Students Need to Stay Engaged?

Register Here

Email: bhuston@doe.k12.ga.us

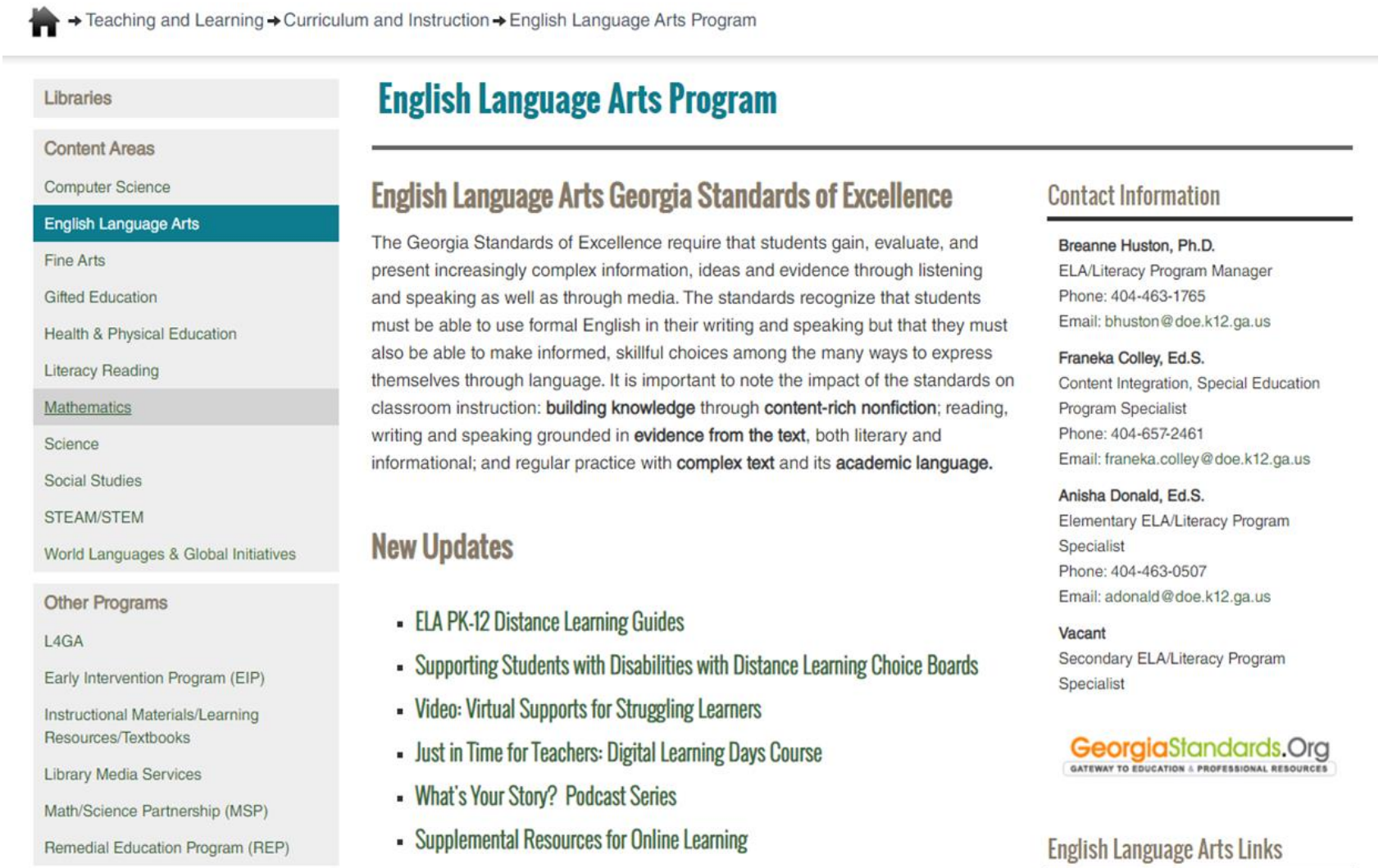
Additional ELA Professional Learning

- Creating Powerful Spaces for Writing K-2 3-6 7-12
- So You Want to Involve Parents? (K-5) Register Here
- Inventive and Conventional Spelling (P-1) Register Here
- Planning Your Writing Mini Lessons K-2 3-6 7-12
- Designing Genre Studies for Writing K-6 7-12
- Using Picture Books to Teach Writing 6-12

Email: bhuston@doe.k12.ga.us

What's Your Story? Podcast Series

Where Can I Find These Resources?



→ Teaching and Learning → Curriculum and Instruction → English Language Arts Program

Libraries

Content Areas

- Computer Science
- English Language Arts
- Fine Arts
- Gifted Education
- Health & Physical Education
- Literacy Reading
- Mathematics
- Science
- Social Studies
- STEAM/STEM
- World Languages & Global Initiatives

Other Programs

- L4GA
- Early Intervention Program (EIP)
- Instructional Materials/Learning Resources/Textbooks
- Library Media Services
- Math/Science Partnership (MSP)
- Remedial Education Program (REP)

English Language Arts Program

English Language Arts Georgia Standards of Excellence

The Georgia Standards of Excellence require that students gain, evaluate, and present increasingly complex information, ideas and evidence through listening and speaking as well as through media. The standards recognize that students must be able to use formal English in their writing and speaking but that they must also be able to make informed, skillful choices among the many ways to express themselves through language. It is important to note the impact of the standards on classroom instruction: **building knowledge** through **content-rich nonfiction**; reading, writing and speaking grounded in **evidence from the text**, both literary and informational; and regular practice with **complex text** and its **academic language.**

New Updates

- ELA PK-12 Distance Learning Guides
- Supporting Students with Disabilities with Distance Learning Choice Boards
- Video: Virtual Supports for Struggling Learners
- Just in Time for Teachers: Digital Learning Days Course
- What's Your Story? Podcast Series
- Supplemental Resources for Online Learning

Contact Information

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Anisha Donald, Ed.S.
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Email: adonald@doe.k12.ga.us

Vacant
Secondary ELA/Literacy Program Specialist

GeorgiaStandards.Org
GATEWAY TO EDUCATION & PROFESSIONAL RESOURCES

English Language Arts Links

ELA Team

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Anisha Donald, Elementary Program Specialist
adonald@doe.k12.ga.us

GADOE Mathematics Resources

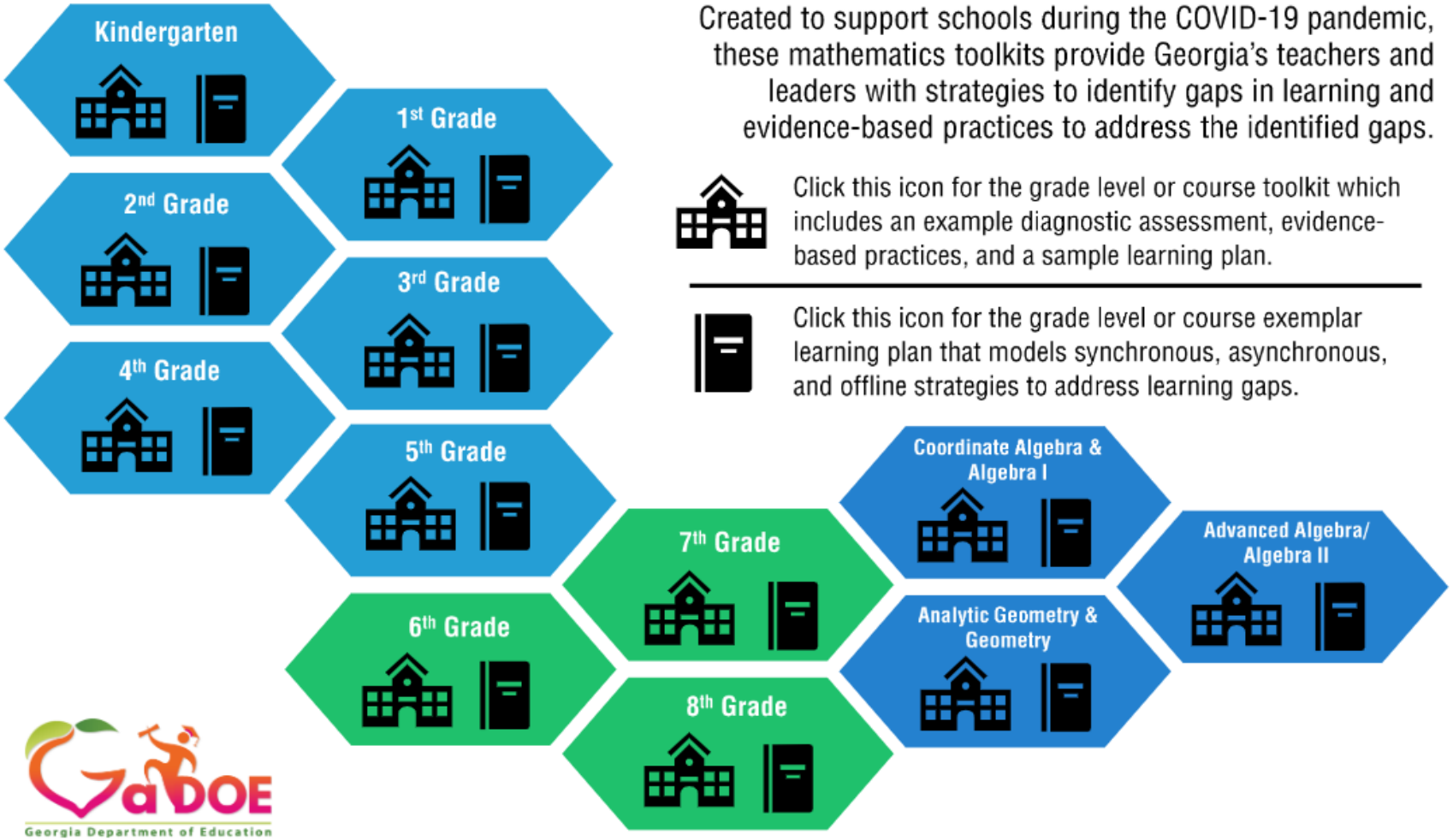
Providing ELs Access to Mathematics

Dr. Lya Snell

Mathematics Program Manager

Curriculum & Instruction

2020 Guides for Effective Mathematics Instruction



Created to support schools during the COVID-19 pandemic, these mathematics toolkits provide Georgia's teachers and leaders with strategies to identify gaps in learning and evidence-based practices to address the identified gaps.

Click this icon for the grade level or course toolkit which includes an example diagnostic assessment, evidence-based practices, and a sample learning plan.

Click this icon for the grade level or course exemplar learning plan that models synchronous, asynchronous, and offline strategies to address learning gaps.

GaDOE Georgia Department of Education

NEW Resources

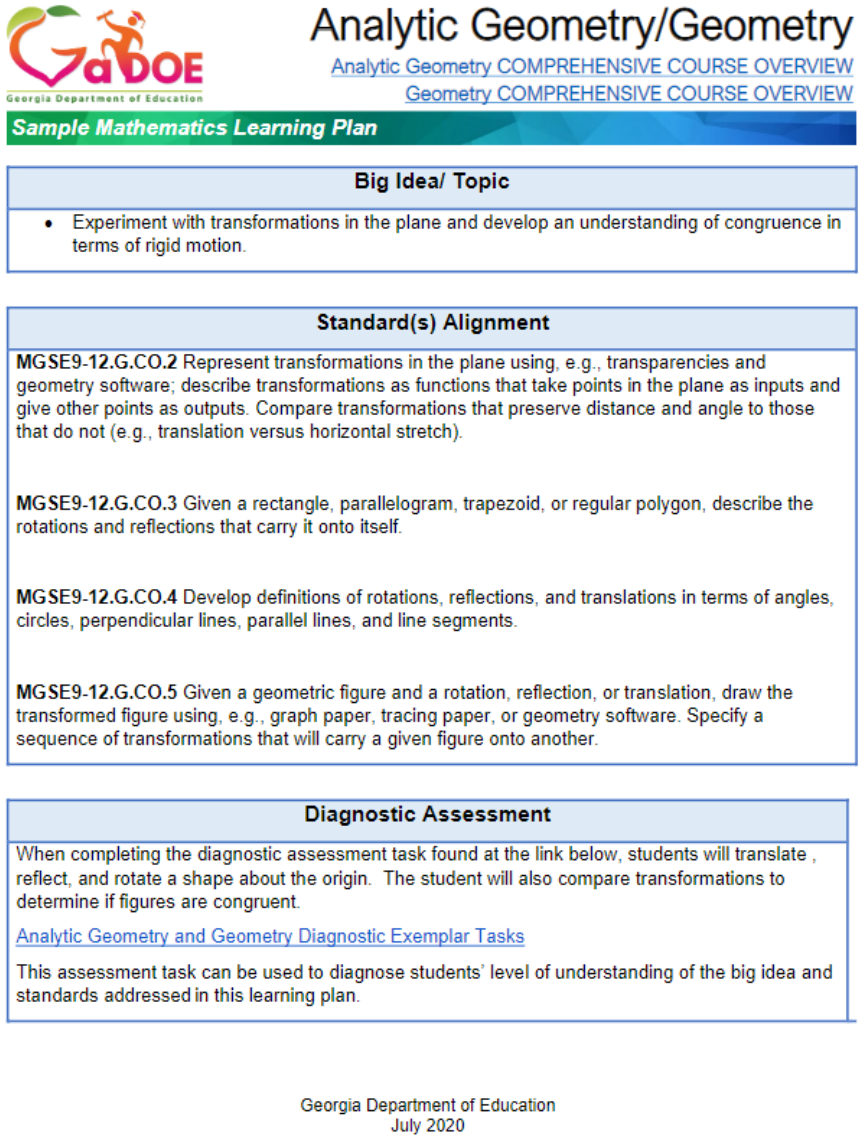
Back-to-School Resources

This toolkit was created for each grade level and course to support mathematics classroom teachers with the implementation of best practices in the remote learning environment. This was specifically created to support teaching professionals during the 2020 COVID-19 era.

NEW Resources

Distance Learning Resources

Sample learning plans with exemplar diagnostic assessments, evidence-based practices, resources, plugged and unplugged activities, and ideas for differentiation and acceleration for each grade and course.



Analytic Geometry/Geometry

Analytic Geometry COMPREHENSIVE COURSE OVERVIEW

Geometry COMPREHENSIVE COURSE OVERVIEW

Sample Mathematics Learning Plan

Big Idea/ Topic

- Experiment with transformations in the plane and develop an understanding of congruence in terms of rigid motion.

Standard(s) Alignment

MGSE9-12.G.CO.2 Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).

MGSE9-12.G.CO.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.

MGSE9-12.G.CO.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

MGSE9-12.G.CO.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

Diagnostic Assessment

When completing the diagnostic assessment task found at the link below, students will translate , reflect, and rotate a shape about the origin. The student will also compare transformations to determine if figures are congruent.

Analytic Geometry and Geometry Diagnostic Exemplar Tasks

This assessment task can be used to diagnose students' level of understanding of the big idea and standards addressed in this learning plan.

Georgia Department of Education
July 2020
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Over 1300 Curated K-12 Remote Learning Resources

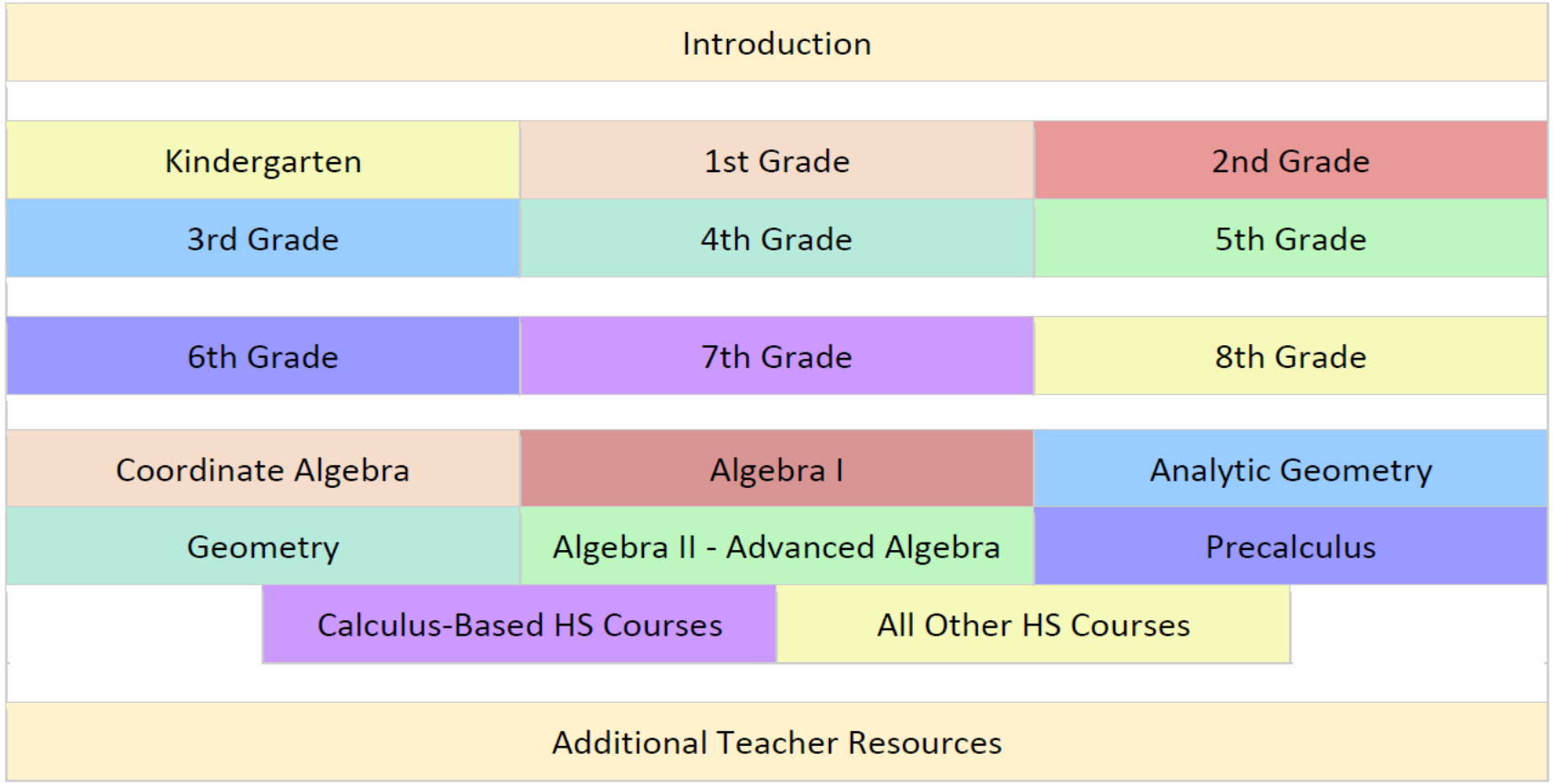

Table of Contents
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Evidence-Based Practices Overview

Evidence-Based, Research-Based Practices	Purpose										
	Increase Engagement	Integrated Framework	Contextualized Learning	Modeling with Mathematics	Math Talks	Patient Problem-Solving	Mindset	Conceptual Understanding	Numeracy Development	Productive Discussions	Critical Thinking
21st Century Learning	X	X				X					X
3-Act Math Tasks	X		X	X		X		X		X	
Arts Integration	X		X							X	
Bootstrap		X									
Cognitively Guided Instruction			X	X				X		X	X
Collaborative Groupwork	X									X	
Computational Thinking and Computational Literacy								X			X
Gamification	X										
Guts		X	X								
Incorporating the 8 Standards for Mathematical Practice			X	X		X	X	X		X	X
Modeling with Mathematics	X		X					X		X	X
Multiple Representations				X				X			X
Novel Engineering		X	X								X
Number Talks	X				X				X	X	X
Numberless Word Problems						X		X	X		X
Numeracy Intervention Resources								X	X		
Patient Problem-Solving	X			X				X			X
Pattern Talks	X				X			X		X	X
Positive Mathematical Mindsets and Productive Struggle	X					X	X				X
Problem-Based Learning	X		X	X		X					X

Evidence-Based, Research-Based

Instructional Design

Many of these activities have been adapted from an Illustrative Mathematics lesson titled, "Equivalent Equations". Found here: https://curriculum.illustrativemathematics.org/HS/teachers/1/2/6/preparation.html

Engage
(Include an evidence-based instructional strategy that can be used as an introduction that mentally engages students to capture their interest, provides an opportunity to communicate what they know, and allow them to connect what they know to new ideas)

- **Synchronous** : Presented like a Number Talk, write an equation on the board and have students think of an equivalent equation. They should be encouraged to remain quiet and think of multiple equivalent equations so that all students have time to think about their responses. Example: 6x + 9 = 12. Responses might include: 2x + 3 = 4, 3x + 4.5 = 6, etc. After a few minutes, the teacher can record their responses and allow students to self-correct, listen to each other, and share strategies for finding equivalent equations. Extension: Ask students how they might represent the equation without using any numbers (i.e. pictorial representation). How do you know these equations are equivalent?
- **Asynchronous**
  Using a tool such as Flipgrid, present an equation to the students and instruct them to respond with an equivalent equation. They should then respond to a classmate with questions about their strategy, comments about how their equations are similar or different, an explanation of how their equations are equivalent, etc.
- **Unplugged/ Offline**
  Consider having students keep a journal for daily math entries. The prompt for this day could be: Given the following equation, write as many equivalent equations as you can. How do you know when two equations are equivalent? How do you know when two equations are NOT equivalent? Support your response with at least three examples.

Explore
(Include an evidence-based instructional strategy that allows students to engage in hands-on activities to explore the new concept/big idea at a deep level)

- **Synchronous** – Seesaw 3-Act task by Graham Fletcher. Click here to read more about 3-Act tasks as a strategy for engaging students in more conceptual learning of mathematics.
- **Asynchronous** – The Seesaw 3-Act task has been reworked into an online Desmos activity, click here.
- **Unplugged/ Offline** -- The Seesaw 3-Act task has been adapted into an offline activity. Students can complete the activity like a worksheet. It would be great to encourage dialogue between the different questions, to whatever degree you have the ability to facilitate with your students.

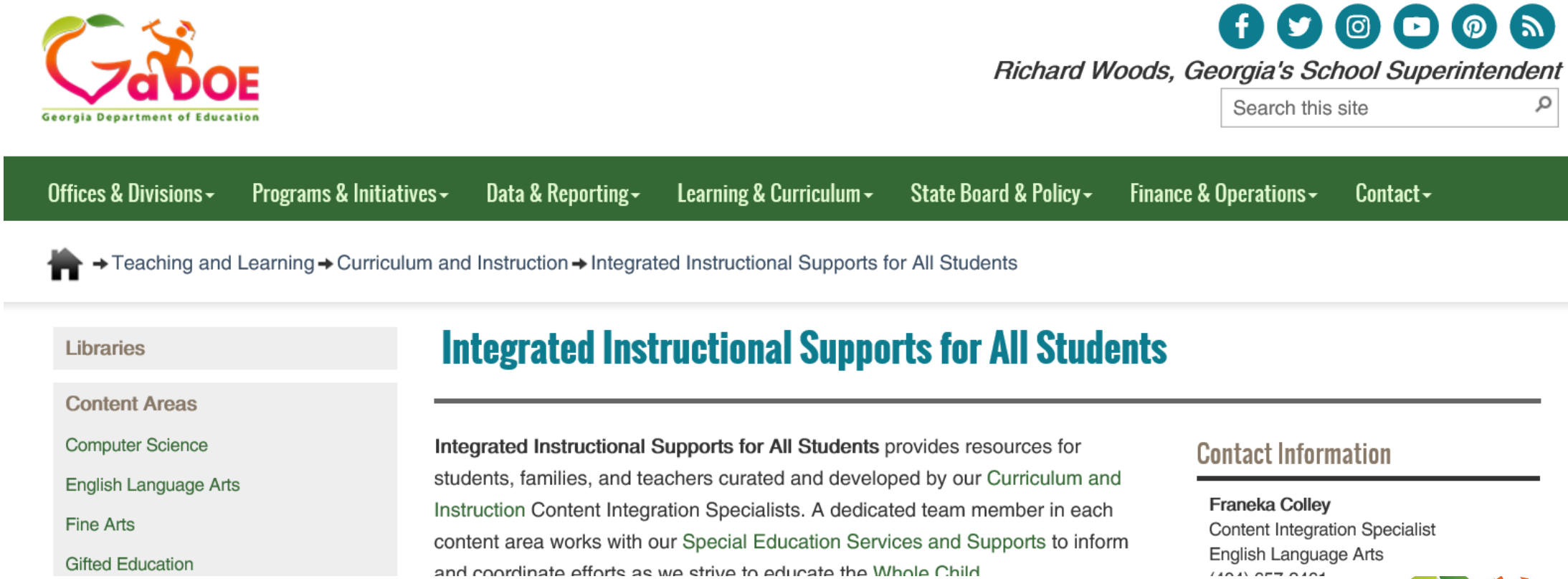
Planning for Quality Instruction

- Engage
- Explore
- Apply
- Reflect

- Synchronous
- Asynchronous
- Unplugged/offline

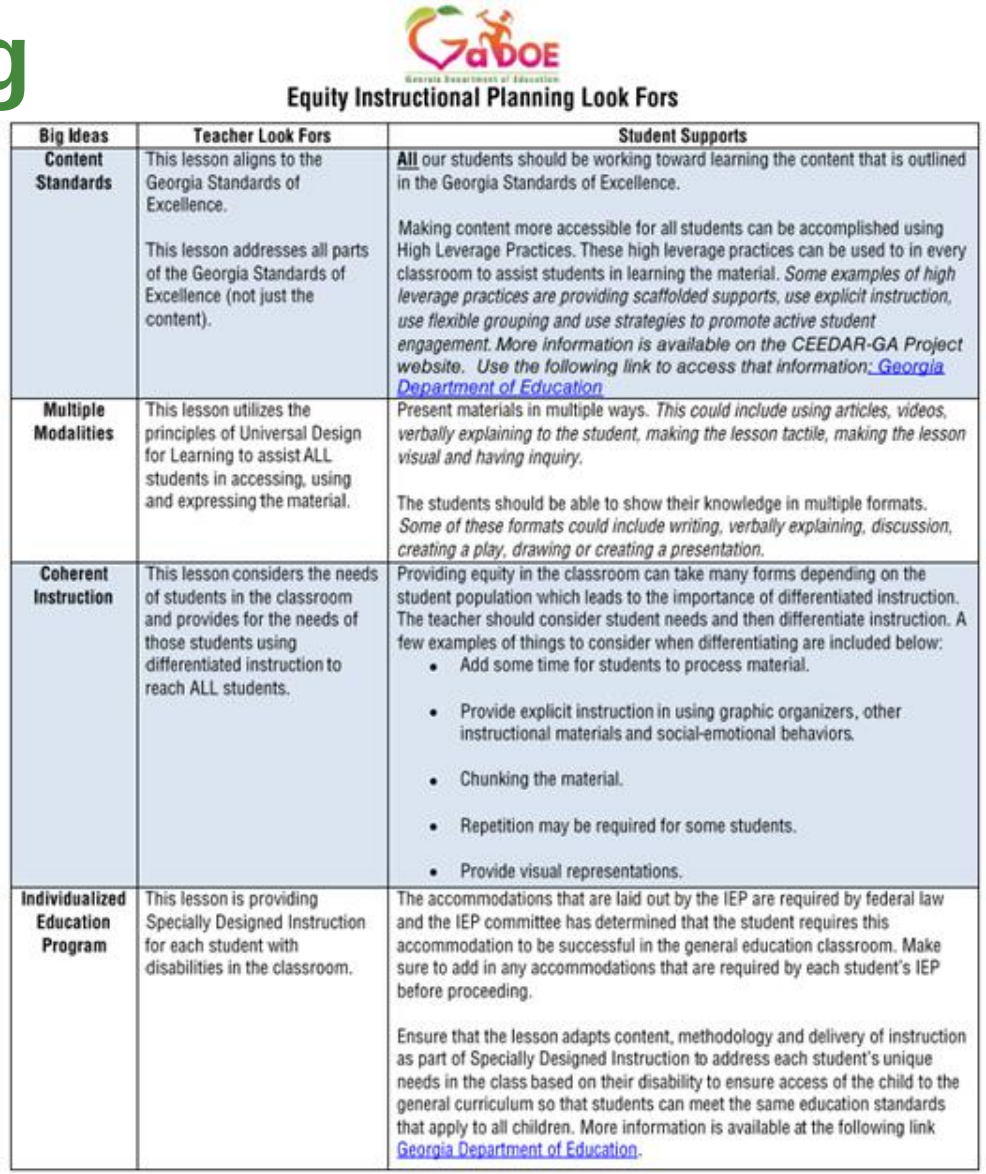
Where can I find these resources?

The content integration webpage contains all these resources that we have been discussing today.



Equity Instructional Planning Look-For Document

- This document is to assist teachers in evaluating their lessons for equity during the planning process.
- This document can be found in the Teacher Resource Link (TRL) essential tool kit in the need to know bucket
- It can also be found at the following link Look Fors document

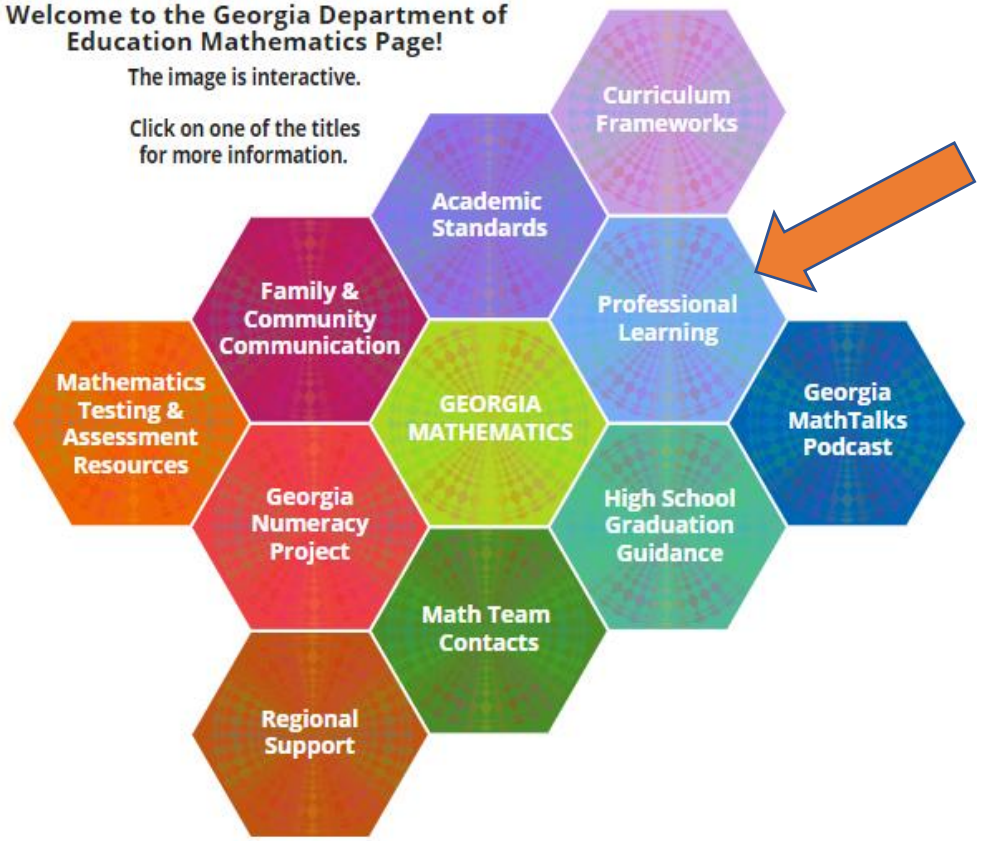


Equity Instructional Planning Look Fors

Big Ideas	Teacher Look Fors	Student Supports
Content Standards	This lesson aligns to the Georgia Standards of Excellence. This lesson addresses all parts of the Georgia Standards of Excellence (not just the content).	All our students should be working toward learning the content that is outlined in the Georgia Standards of Excellence. Making content more accessible for all students can be accomplished using High Leverage Practices. These high leverage practices can be used to in every classroom to assist students in learning the material. *Some examples of high leverage practices are providing scaffolded supports, use explicit instruction, use flexible grouping and use strategies to promote active student engagement. More information is available on the CEEDAR-GA Project website. Use the following link to access that information: Georgia Department of Education*
Multiple Modalities	This lesson utilizes the principles of Universal Design for Learning to assist ALL students in accessing, using and expressing the material.	Present materials in multiple ways. *This could include using articles, videos, verbally explaining to the student, making the lesson tactile, making the lesson visual and having inquiry.* The students should be able to show their knowledge in multiple formats. *Some of these formats could include writing, verbally explaining, discussion, creating a play, drawing or creating a presentation.*
Coherent Instruction	This lesson considers the needs of students in the classroom and provides for the needs of those students using differentiated instruction to reach ALL students.	Providing equity in the classroom can take many forms depending on the student population which leads to the importance of differentiated instruction. The teacher should consider student needs and then differentiate instruction. A few examples of things to consider when differentiating are included below: • Add some time for students to process material. • Provide explicit instruction in using graphic organizers, other instructional materials and social-emotional behaviors. • Chunking the material. • Repetition may be required for some students. • Provide visual representations.
Individualized Education Program	This lesson is providing Specially Designed Instruction for each student with disabilities in the classroom.	The accommodations that are laid out by the IEP are required by federal law and the IEP committee has determined that the student requires this accommodation to be successful in the general education classroom. Make sure to add in any accommodations that are required by each student's IEP before proceeding. Ensure that the lesson adapts content, methodology and delivery of instruction as part of Specially Designed Instruction to address each student's unique needs in the class based on their disability to ensure access of the child to the general curriculum so that students can meet the same education standards that apply to all children. More information is available at the following link Georgia Department of Education.

GADOE Mathematics PL

Remote Learning Chats (RLCs)



Remote Learning Chats (RLCs)

2020 Remote Learning Chats

- NEW 2020 Remote Learning Chats

Starting the School Year: Developing Strong Relationships While Teaching Mathematics Conceptually

Click on the links below to view the Recordings and Presentations:

- K-5 RLC Starting the School Year
- K-5 RLC Starting the School Year Slide Deck

- 6-8 RLC Starting the School Year
- 6-8 RLC Starting the School Year Slide Deck

- High School RLC Starting the School Year
- High School RLC Starting the School Year Slide Deck

Mathematics Content Professional Learning

Click on the links below to view the Recordings and Content Presented:

- K-2 RLC Mathematics Content
- K-2 RLC Mathematics Content Slide Deck

- 3-5 RLC Mathematics Content Slide Deck

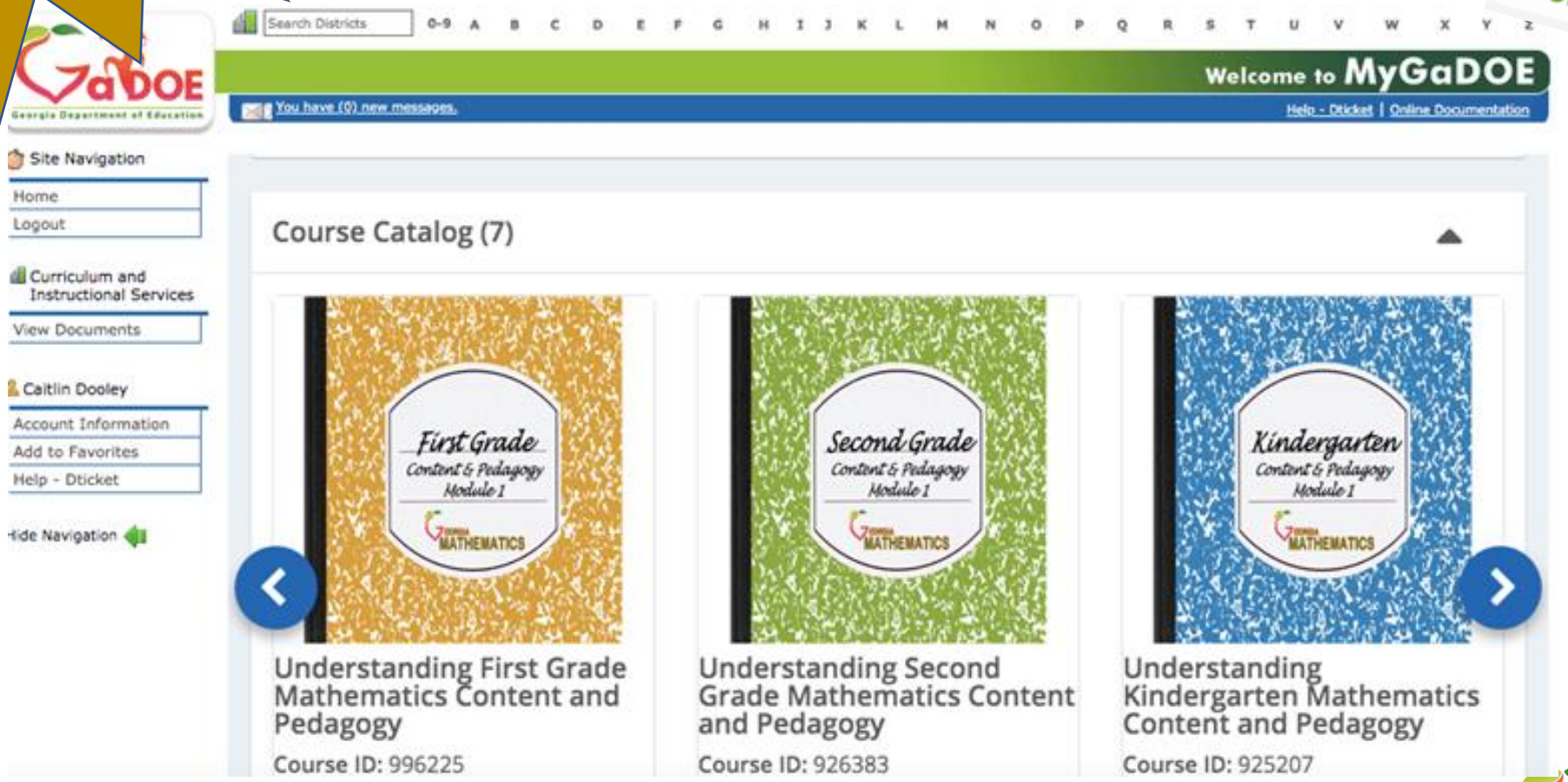
- 6-8 RLC Mathematics Content
- 6-8 Mathematics Content Slide Deck

- High School RLC Mathematics Content
- High School RLC Mathematics Content Slide Deck

NEW

Mathematics Professional Learning Modules - On-Demand PL for Teachers

- 6 new modules for K-5



Providing ELs Access to Science

Amanda Buice,
Science Program Manager
Curriculum & Instruction

Science

Building Professional Capacity

- Phenomenal Friday Events
  - Designing Phenomena for Distance Learning for All Students
  - Reading, Writing, & Science: The Perfect Combination
  - Science and the English Learner
- Additional Recorded On- Demand Session
  - Virtual Supports for Struggling Learners
  - Citizen Science: Opportunities to Engage Students with Real Science In & Beyond the Classroom
  - And MORE
- T&L PL FALL Catalog
- Series on Reading, Writing & Science: Sentence Frames for Reading, Writing, and Forming Science Knowledge: For Elementary School and ESOL Teachers

Science

Building Professional Capacity

- NEW in October *Virtual Professional Learning Communities for Teachers* -send a blank email to one or more of the following email addresses below:
  - **Science K-5:**
  - join-science-k-5@list.doe.k12.ga.us
  - **Science 6-8:**
  - join-science-6-8@list.doe.k12.ga.us
  - **Science 9-12:**
  - join-science-9-12@list.doe.k12.ga.us

Science

Coherent Instruction

- Remote Learning Plans (located at GPB, Georgiastandards.org, and the TRL Essential Toolkit)
  - K-5
  - 6-8
  - Biology, Chemistry, Environmental Science, Physical Science, and Physics
- Sample Learning Menu Strategies for K-12 Science
- Equity Instructional Planning Look Fors
- Self-Reflection Checklists (for students)
- Sample instructional segments, templates, color-coded standards, phenomenon cards, and more on the TRL Essential Toolkit

Science

- Family Engagement
  - Remote Learning Plans Specifically Address (GPB GA Home Classroom)
    - K-5 includes “Dear Parent Letters”
  - Science Support for Families During School Closures

Providing ELs Access to Social Studies…

what you do for the rest of your life

Joy Hatcher

Social Studies Program Manager

Curriculum & Instruction

Social Studies SWIRLS!

Building Fluency in All Learning

Sample Instructional Activities/Assessments

Getting Aggressive

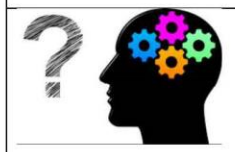
Description –

1. See the **European Map in the PowerPoint** that displays areas occupied by Germany. Have students use the attached image analysis sheets to make some observations and inferences. **The analysis sheet follows this activity.**
2. Next display the chart that shows the countries that Germany occupied during WWII. Have the students answer the chart analysis questions to make some observations and inferences. **The chart is located below.**
3. Ask students to make predictions about why Germany may have wanted to take over and occupy European countries.
4. Chart the answers and discuss pair/share in small or whole group.
5. If no student has given an answer about anger from the Treaty of Versailles, review part of the terms of the Treaty of Versailles (Germany had to take the blame for WWI, had to repay countries for the war, had restrictions of their military) and how that made Germans feel and how that may make them feel towards other countries.
6. Tell them that a government party in Germany led by a man made the following promises. Display the **promises PowerPoint slide**.
7. Ask students why the German people might support a party and man who made these promises.
8. Ask students if any of them know the name of the German government party or the man who led them during WWII. Get answers and then display the next slide with the answer. **PowerPoint slide of Hitler.**
9. Tell students that they are going to look at another map and make some observations and inferences. Show the map of Japan and the countries it began to occupy on the **PowerPoint slide**.
10. Have students write their observations and inferences using the **analysis sheet**.
11. Ask the following question to wrap up the lesson: With Germany and Japan starting to occupy other countries, what should the U.S. do? Give reasons for your answer.
12. Have students share their answers with one another.

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating. reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to answer the questions on their own, it would be best to let them do this independently*

Look Fors for Social Studies: What to See in a Good Social Studies Inquiry Lesson

	Essential Question • Open-ended • Recurs over time • Transferable ideas • Requires justification • Higher order thinking	
SWIRL	Speaking Writing Illustrating Reading Listening	
	Source Analysis • primary and secondary • documents • images • visual & audio media • artifacts	
	Civic & civil discourse • debate • discussion • engagement • taking informed action	
	Historical Thinking* • multiple perspectives • sourcing (why, when, how) • context • claims/evidence & guided argumentation	

** historical thinking encompasses economic decision making, geospatial reasoning, and civic mindedness as well as thinking like an historian.*

https://www.georgiastandards.org/Georgia-Standards/Pages/Social-Studies.aspx

Resources to Support Content Knowledge

- Teacher Notes
- Teacher Content Tutorial Videos

SSUSH1 – Compare and Contrast the development of English settlement and colonization during the 17th century.

b. Explain the development of the Southern Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.

The **Southern Colonies** included Virginia, Maryland, Carolina (which eventually split into North Carolina and South Carolina), and Georgia. The location of the Southern Colonies, with the region's rich soil and long growing season, fostered the development of strong agricultural producing colonies. Deep rivers and the distance of the fall line from the coast meant that inland farmers were able to ship tobacco, indigo, corn, and rice directly from their farms to European markets. The economic development of the Sourthern Colonies reflected this geological line. Subsistence family farms tended to develop north of the fall line. These farms grew primarily what the family needed along with a small cash crop used to purchase or barter for goods such as salt, gunpowder, lead, and iron tools. Commercial farms tended to develop south of the fall line and grew primarily high yield, labor intensive cash crops such as rice, tobacco, and indigo. As a result, slave labor was more common south of the fall line while less common north of the same line.

Fall Line Map

Relations with American Indians in the Southern Colonies began somewhat as a peaceful coexistence. As more English colonists began to arrive and encroach further into native lands, the relationship became more violent. The complexity of the interactions with American Indians in the Southern Colonies grew as the region's economic development grew. Once large scale cash crops of tobacco, rice, and indigo proved highly profitable in the mercantilist system, more colonists arrived seeking economic opportunity. The growing English population in the Southern Colonies required more of the American Indians' land for crop cultivation, which fueled increased tension between the groups.

Teachers may choose to use the following content concerning the development of specific Southern Colonies as examples to frame the components of this element for students. However, students are not responsible for the specific information that follows.

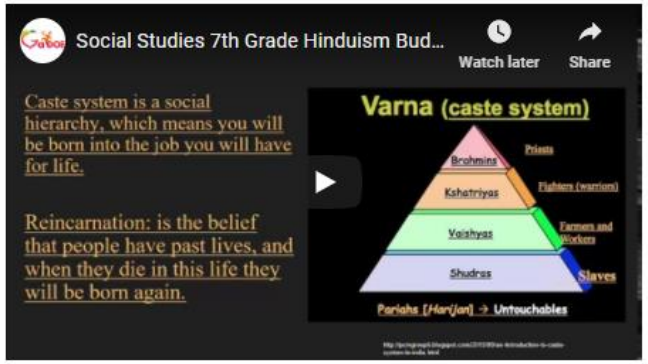
Virginia

The first permanent English colony in North America was founded in 1607 at **Jamestown**, Virginia. The establishment of Jamestown was a business venture

Teacher Content Videos

Government Understandings

Hinduism and Buddhism – 7G12

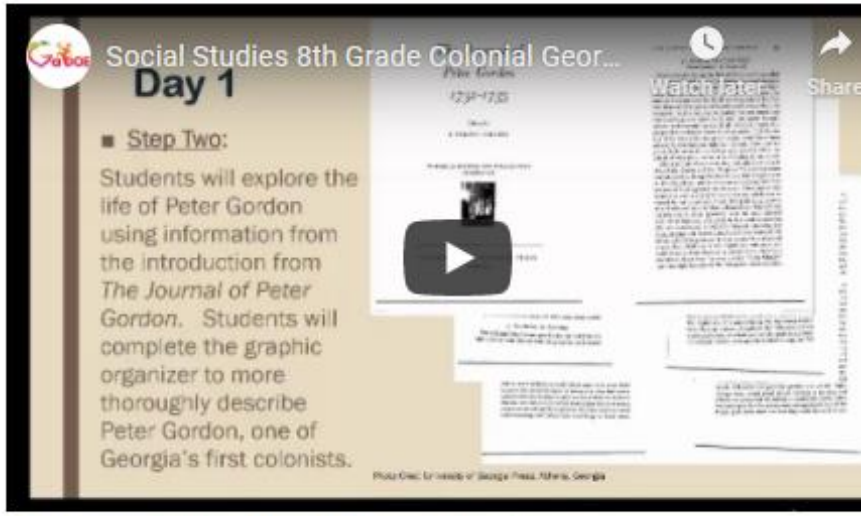


Judaism, Christianity, and Islam 7G8c

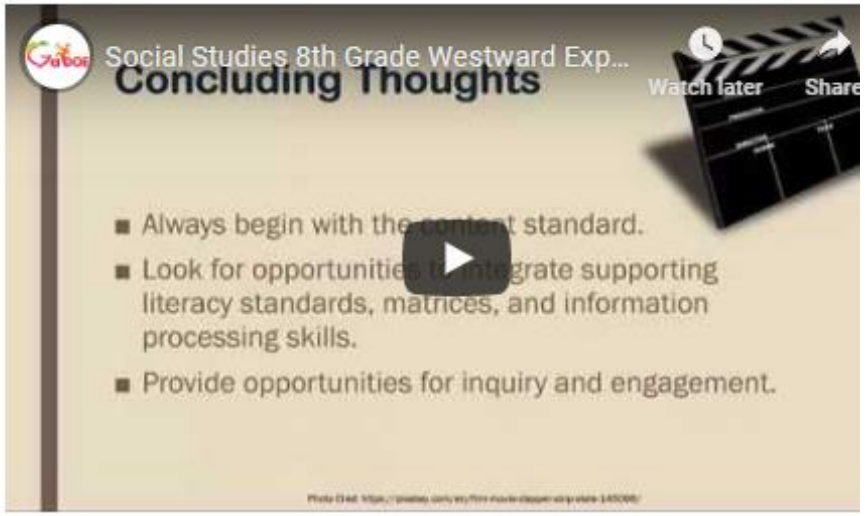
Korea and Vietnam – 7H3e

Instructional Activity Videos

Colonial Georgia - 8H2



Westward Expansion in Georgia from 1789-1840 - 8H4



Social Studies Labs

Unit 3: The Malcontents PDF PPT

Second Grade Curriculum Map

Sample Units

- Unit 1: Connecting Themes Source Set
- Unit 2: Our Georgia NEW Source Set
- Unit 3: Georgia's First People NEW Source Set
- Unit 4: Georgia Becomes a Colony Source Set
- Unit 5: Georgians and Civil Rights Source Set
- Unit 6: Georgia Leaders Source Set

Distance Learning Resources

Resources to Support Inquiry Based Instruction

***Unplugged variation –** Have students illustrate a one page visual journal entry answering the essential question: There's Water, Water, Everywhere – What's the problem? The journal entry must:

- Tell a story of the causes of global water insecurity
- Describe the MOST important problem (and explanation of why it is more important that other issues)
- Organize the information in a way that is easy to follow
- Include supporting visuals
- Contain information for taking informed action: what can I/we do?

Opportunities for Extension: Mapping Informed Action: Using geographic information system software students can create maps of water issues in their communities, districts, state, and/or nation.

- USGS Water Quality in the Nation's Streams and Rivers – Current Conditions and Long-Term Trends https://www.usgs.gov/mission-areas/water-resources/science/water-quality-nation-s-streams-and-rivers-current-conditions?qt-science_center_objects=0#qt-science_center_objects
- CDC Water-related Environmental Tracking https://www.cdc.gov/healthywater/statistics/environmental/index.html
- CDC Drinking Water Week https://www.cdc.gov/healthywater/observances/dww.html
- EPA Water Data Tools https://www.epa.gov/waterdata

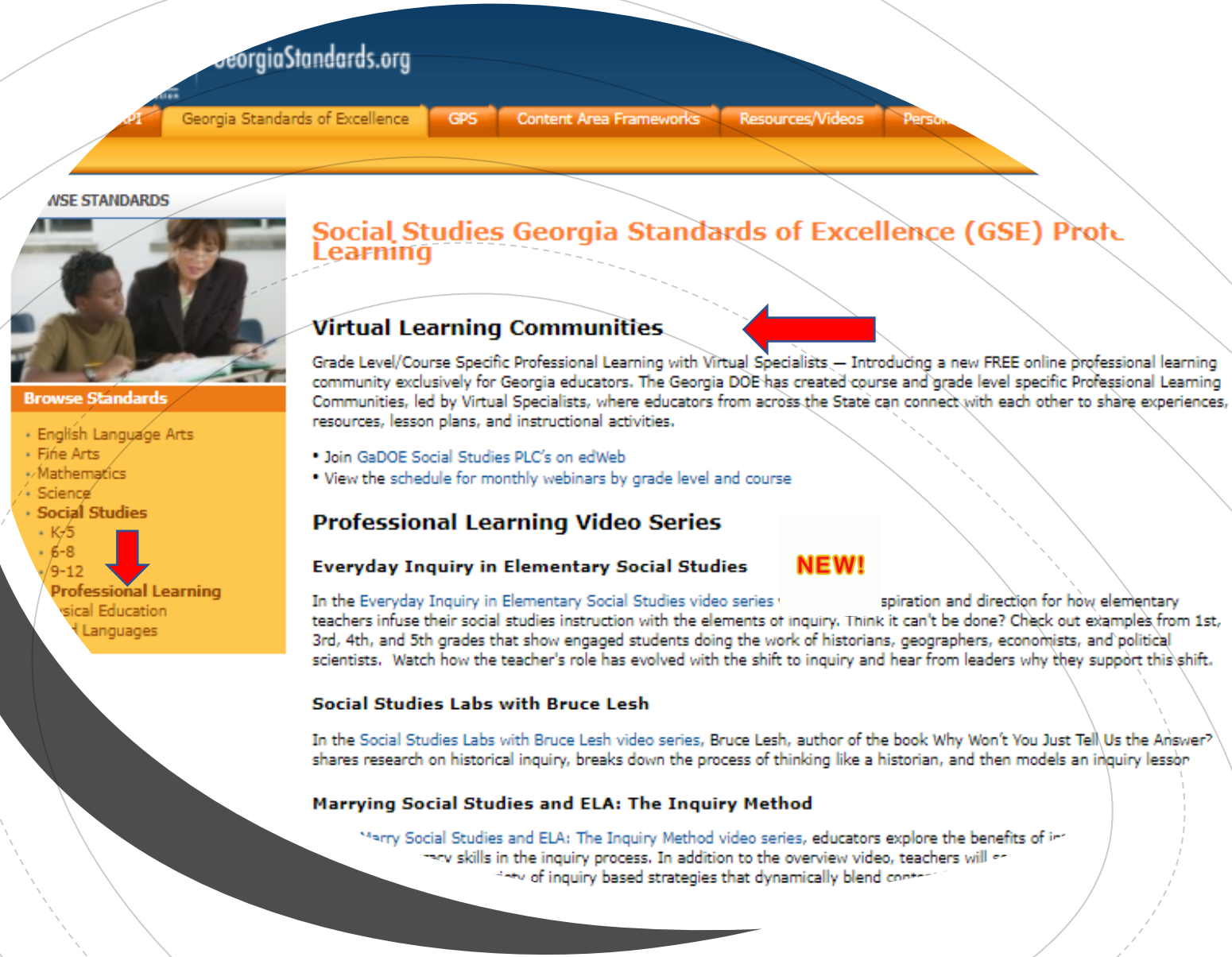
Student Learning Supports

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating. reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. Note: Be careful using these lessons for all students. If students are able to complete the activities on their own, it would be best to let them do this independently.

- Consider allowing students to record their thoughts in a variety of ways: using the talk to text/dictate feature, making an audio recording of their responses, creating illustrations, annotating maps, etc.
- Consider reading research materials to students or copying materials into a Word document to allow that students may use the "read aloud" feature.
- All of the videos on TED and YouTube have a CC feature for students that may need the text and two of the TED videos have printable transcripts in over 30 languages.

Distance Learning Plans



Resources to Support Asynchronous Professional Learning

https://www.georgiastandards.org/Georgia-Standards/Pages/Social-Studies-Professional-Development.aspx

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Social-Studies.aspx

Synchronous Virtual Workshops

Virtual Workshops Tailored to District/RESA Request

Email jwood@doe.k12.ga.us

Partnering with GCSS to support Literacy Integration

Date	Virtual Events for members are at 7:30pm EST
August 11	*Blowing Up the Narrative: Making the Story of Women's Suffrage More Inclusive* (JoAnn Wood-GaDOE)
August 25	*STORYtime with* **Dr. Yohuru Williams** - *Black Lives Matter in Historical Context*
September 1	Controversial Topics in the Classroom (Vimilisa Printup)
September 15	*Economics of a Pandemic* The Federal Reserve Bank of Atlanta (Princeton Williams and Amy Hennessey)
September 22	*STORYtime with* **Kenneth C. Davis**, *More Deadly Than War, the Hidden History of the Spanish Flu and the First World War*
October 5	*STORYtime with* **Kate Messner** Smashing History: Challenging Myths and Sharing New Stories in the 21st Century Classroom
October 13	Virtually Yours - Georgia Center for Civic Engagement (Dr. Randall Trammell)
October 20	**Virtual Mini-Conference**
	Using Read Alouds to Promote Social Justice and Foster Inquiry (Lisa Rogers and Jennifer Zoumberis K-5)
	Georgia Humanities: Using Inquiry Tools to Promote PBL (Jess Burke and Dr. Kevin Shirley)
	Responding to Hate with healing and Reconciliation (Sikh Coalition K-12, Dr. Pritpal Kaur)
	Georgia History (2nd and 8th- David Kendrick and Dr. Scott Roberts)
	GCEE Session-Economics and the Civil Rights Movement in Georgia for Grade 8 (Angie Battle)
	The State Bar of Georgia (Deborah Craytor)
	The Anniversary of.... (John Cunningham- Douglas County Schools)
	The PBL/IBL "Booster"- National History Day in the Classroom (Jess Burke-Georgia Humanities and Dr. Kevin Shirley-LaGrange College)
November 4	U.S. History and Economics GCEE Session (Dr. Chris Cannon)
November 10	*STORYtime with* **Matt de la Peña**
November 17	*STORYtime with* **Lester Laminack** - *Reading to Make a Difference: Your mirror may be my window in an exploration of identity*
December 1	Witness to War (Emily Carley)
January 12	Holocaust Survivor- Georgia Commission on the Holocaust
February 2	*STORYtime with* **Carmen Deedy**
February 9	*STORYtime with* **Kwame Alexander**

Virtual Events for Members

https://gcss.net/

Be Part of Our Community

Twitter: GaDOE_SS

Facebook: GADOE Social Studies

Instagram: gadoesocialstudies

jhatcher@doe.k12.ga.us

jwood@doe.k12.ga.us

jzoumberis@doe.k12.ga.us

Providing ELs Access to GA Virtual School

Joyce Bearden

Director of Knowledge and Resource Management

GaDOE Technology Services

Christina Hernández

Special Needs Specialist

GA Virtual School

Georgia Virtual Offerings

GEORGIA VIRTUAL SCHOOL

Schools and Students Choose GaVS for…

- Course availability and scheduling options in a teacher-led model
- A flexible and supportive learning environment
- Technology and accessibility tools to offer innovative approaches to learning
- Accommodations for special needs

Fall 2020 Registration is open through Sept. 24

GEORGIA VIRTUAL LEARNING

Shared Resources and eSource

GEORGIA CREDIT RECOVERY

22 COURSES 7 DAYS A WEEK 24 HOURS A DAY 365 DAYS A YEAR

- Teacherless model for students who have previously been unsuccessful in a course
- 22 weeks to complete a course

GEORGIA VIRTUAL LEARNING PROFESSIONAL LEARNING

Course Specific Webinars & PD courses:

- Digital Learning Days
- Synchronous Learning
- Special Needs
- Effective Online Teaching
- Customized Learning in the Online Classroom

Getting Started…Helpful Tips

1

Identify ELs and provide documentation

- Establish a process in your district to support the GaVS facilitator to identify ELs during the registration process
- Provide Access Test scores, EL/TPC, and the English Development Plan to GaVS facilitators to upload to the GaVS system

2

Request an observer account

- GaVS can provide local school ESOL teachers with GaVS system access to closely monitor student progress and support the student as needed

3

Ensure ongoing communication/collaboration

- Communication between the local school and the GaVS special needs team member and content area teachers throughout the semester is key

What Supports Can GaVS Provide?

Examples of Accommodations:

- Extended time on tests/quizzes
- Extended time on assignments
- Reduce coursework
- Break larger assignments into smaller parts
- Key terms/unit vocabulary lists
- Self-check, study, and review materials are available throughout the course content
- Regular communication with the students, parents, and local school facilitator
- Parent and local school access to student progress
- Allow the use of audio books

Features naturally integrated into GaVS course content/LMS:

- Content presented in a variety of formats and available 24/7
- Preview course material/content
- Due dates provided for the entire semester
- Ability to record audio/video for various assignments
- Integrate/utilize operating system, Microsoft 0365 and other accessibility tools, such as:
  - Text-to-speech
  - Dictation (speech-to-text)
  - Translation features
  - Spelling/grammar checks
  - MS Immersive Reader

What to Consider Before Enrolling

1. **Necessary supports**
   - Consider the level of ESOL support the student will require in the specific course(s)/subject area(s) they are being enrolled into online to ensure appropriate placement.
2. **Access to technology and internet**
   - Does the student have access to a device and reliable internet service?
3. **Online Readiness**
   - Does the student have the basic technology skills necessary to navigate the computer and online environment independently?

WIDA Professional Learning and Resources

Dr. Ariana Magee
Dr. Jacqueline C. Ellis
Professional Learning Specialists
ESOL and Title III State Activities

Self-Paced eWorkshops 2020-2021

WIDA eLearning Center

eWorkshops Available September 1, 2020

WIDA Writing Rubric

Supports educators with using the WIDA Writing Rubric to work effectively with multilingual learners in their writing development. **For 1-12 ESL and classroom teachers.**

Time to complete: 10 hours

Doing and Talking STEM

Supports educators as they interact with the resources introduced on the Doing and Talking Math and Science website, which was developed by WIDA researchers. **For K–12 science, math, and ESL teachers.**

Time to complete: 6 hours

Classroom Teachers: Engaging Multilingual Newcomers

Explores community building and instructional strategies for teachers of multilingual learners who have recently arrived in the U.S. or who are new to U.S. schools. **For K–12 classroom teachers.**

Time to complete: 2 hours

Leading for Equity: Classroom Walkthrough

Introduces leaders to a classroom walkthrough resource that highlights practices and principles of exemplary and equitable teaching for multilingual learners. **For K–12 school leaders.**

Time to complete: 2 hours

Social Studies: Engaging Multilingual Learners through Inquiry

Focuses on the use of student and class assets to plan inquiry-based instruction, and explores how to consider the content and language needs of multilingual learners in social studies. **For K-12 social studies teachers and ESL teachers.**

Time to complete: 3-4 hours

Developing Language for Learning in Mathematics

Illustrates the benefits of designing mathematics instruction to provide multilingual students opportunities to use language to express their ideas and co-construct ideas with others. **For K–12 math and ESL teachers.**

Time to complete: 4 hours

Coming soon!

eWorkshops Available Winter 2021

School Improvement Planning for Equitable Education of Multilingual Learners

Introduces leadership principles and practices to provide equitable educational opportunities for multilingual learners, based on a distributive leadership model. **For any K-12 school leader.**

Time to complete: 6-8 hours

Engaging with the WIDA Standards: A Collaborative Approach

Explores ways to use the WIDA ELD Standards, 2020 Edition to support multilingual learners' achievement and language development. **For K-12 educators.**

Time to complete: 4 hours

WIDA™

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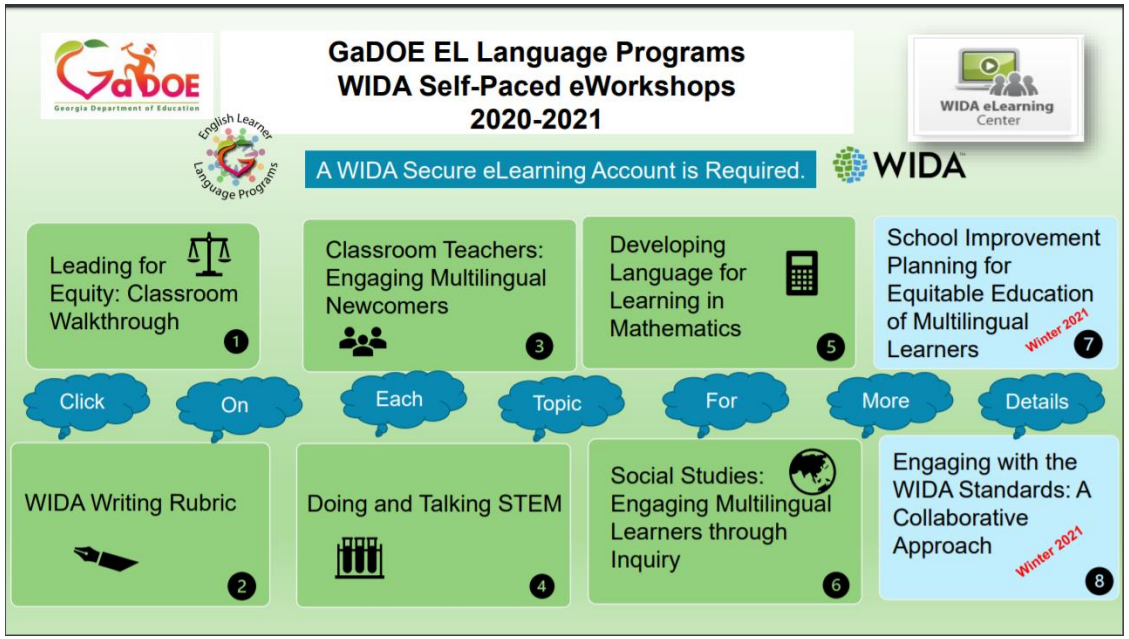
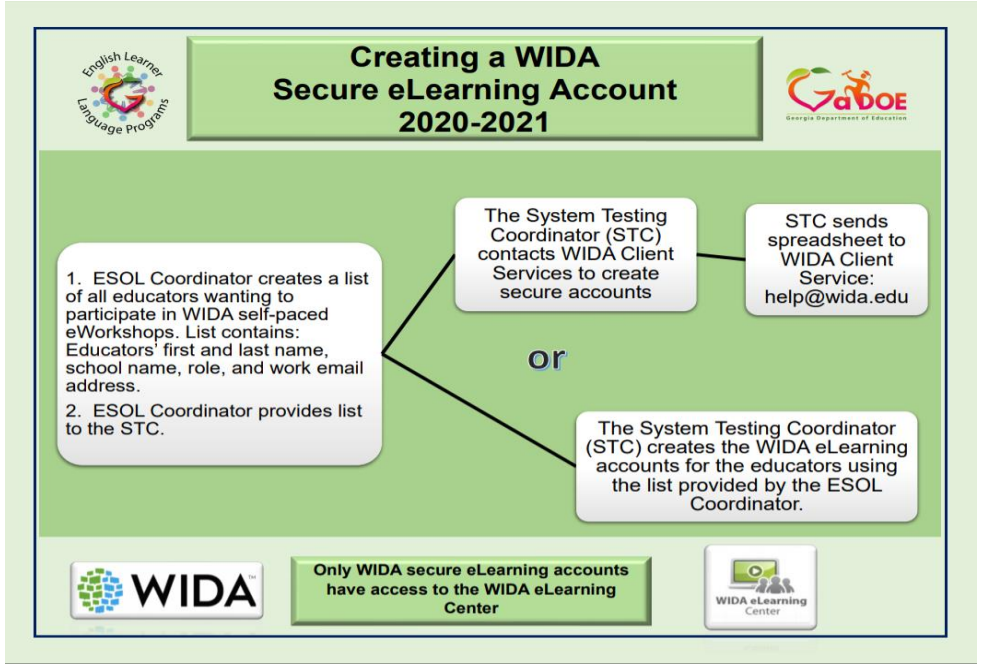
Wisconsin Center for Education Research
SCHOOL OF EDUCATION
UNIVERSITY OF WISCONSIN-MADISON

Don’t have a WIDA Secure Portal Account?

- Contact your local school system’s ESOL Coordinator and request a login/password to the WIDA Portal eLearning Center





[ESOL Professional Learning Webpage]

Crosswalk WIDA Resources
TO TEACH GEORGIA STANDARDS

How will cross-walking WIDA Resources support Georgia K-12 learners at various stages of language development across content areas?

Federal Programs, in collaboration with *Curriculum & Instruction*, are set to launch a standards-to-standards crosswalk of the WIDA English Language Development Standards (ELDS) to the Georgia Standards of Excellence.

- **WIDA** – a consortium that provides language development standards, assessments and resources, highlighted in the *Can-Do Descriptors, Key Uses Edition*.
- **OpenSalt** – a repository for Georgia Standards of Excellence, categorized by clusters, domains, and content standards.
- **CASE** – a machine-readable format to manage and publish competency frameworks allowing the exchange of new global technical standards.
- **SLDS** – a secure single sign-on for Georgia educators to view crosswalks and gain access to student data.

If you have questions, please contact ELPrograms@doe.k12.ga.us

ESOL & Title III, Part A & Language Programs
Georgia Department of Education, Federal Programs
1852 Twin Towers East
Jesse Hill Jr. Dr. SE
Atlanta, GA 30334
Contact: ELPrograms@doe.k12.ga.us

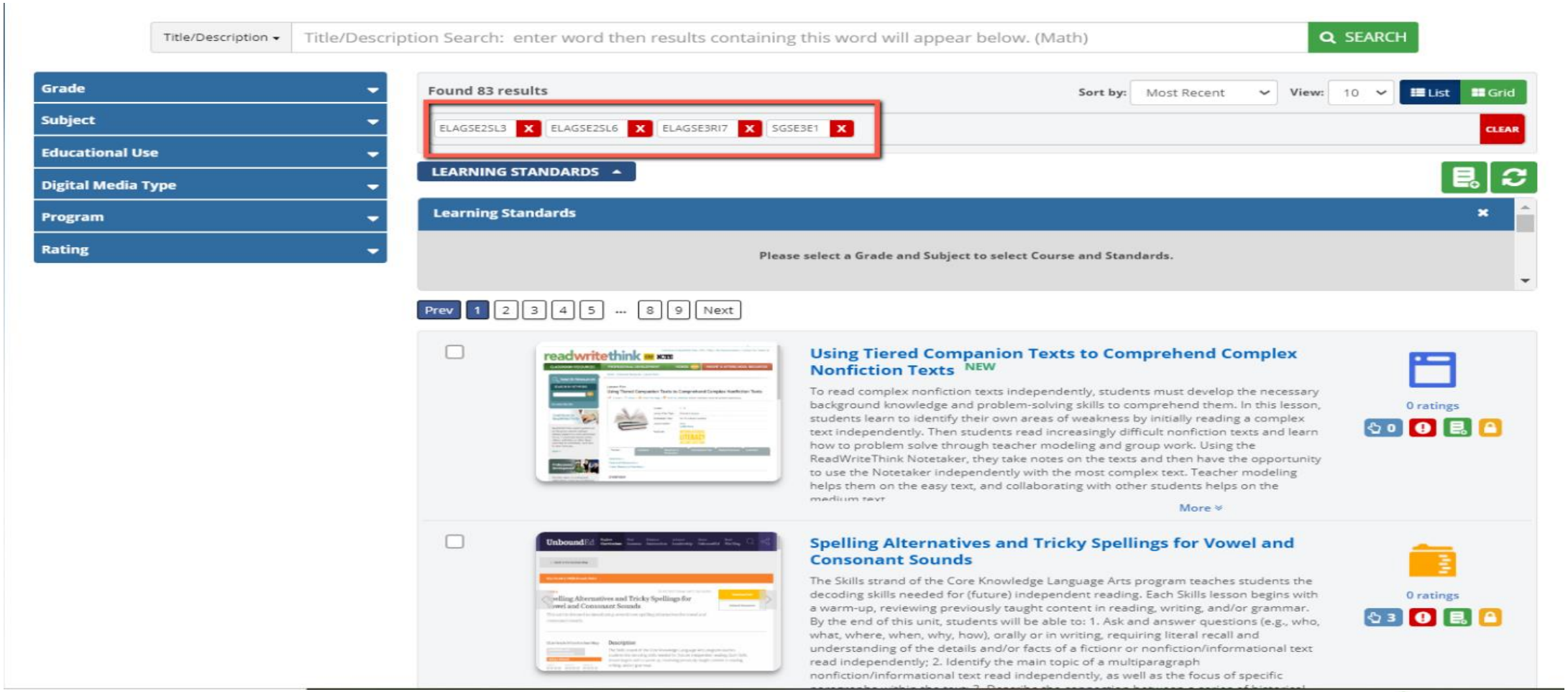
@georgiadeptofed

Crosswalk WIDA Resources

Coming soon…

COMING SOON

From WIDA ACCESS Test Results to TRL Resources Linked to GSE Standards



New WIDA English Language Development (ELD) Standards, 2020 Edition

What's staying the same?

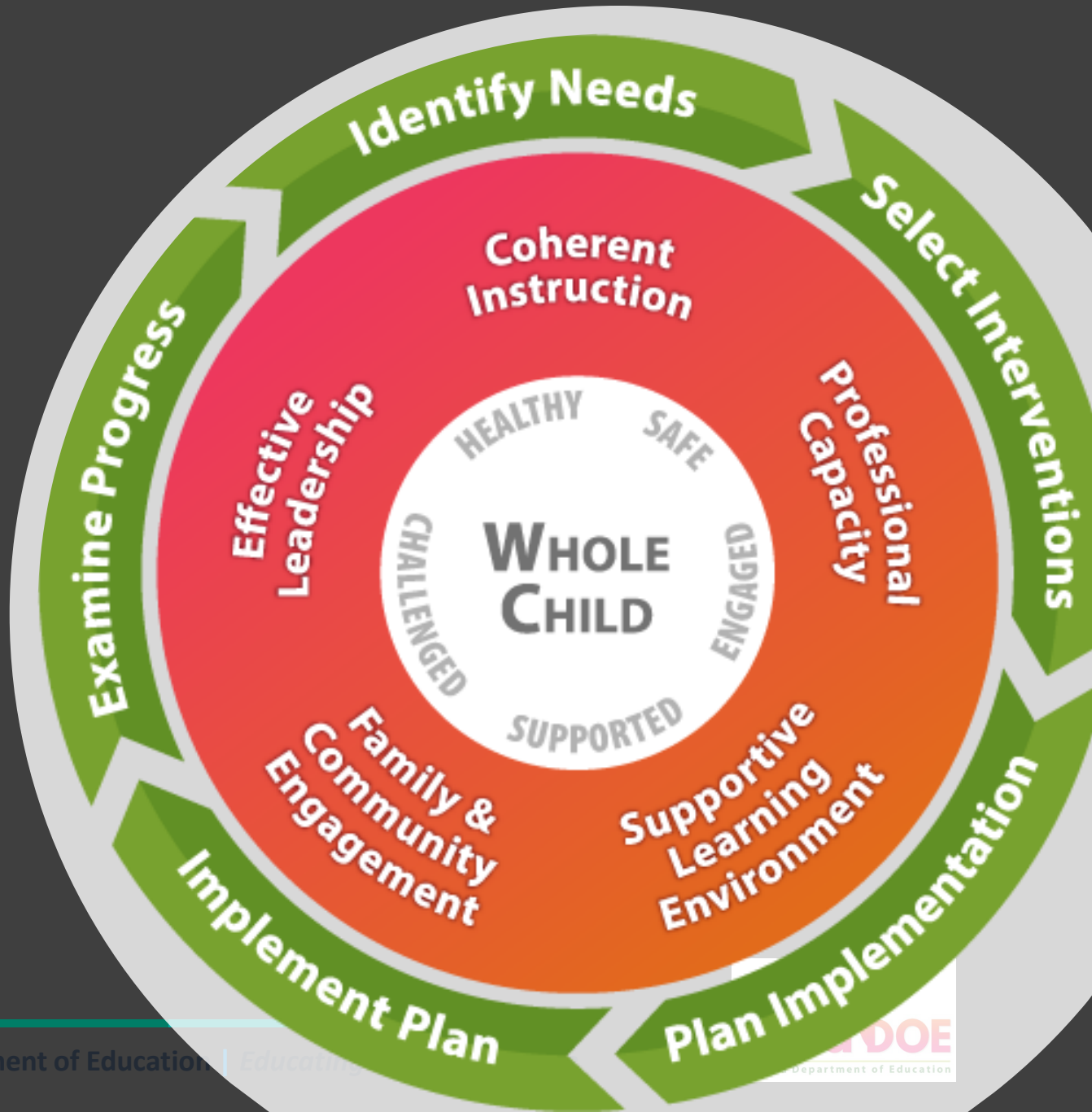
- 5 English Language Development Standard Statements
- 6 Levels of English Language Proficiency (ELP)
- Grade-Level Clusters: K, 1, 2-3, 4-5, 6-8, 9-12
- Key Language Uses
- Features of Academic Language

What's new?

- **Key Language Uses -** Narrate, Inform, Explain, Argue
- **Interpretive & Expressive** Communication Modes
- **Language Expectations** – goals for content-driven language learning (coded for easy reference)
- **Proficiency Level Descriptors** – what ELs can process & produce at each proficiency level
  - Language Functions & Features
  - Annotated Language Samples
  - Curricular Resources

Supporting Learning Environment for English Learners: MTSS, RtI EL/SWD, Gifted, EIP, REP

See you next month at the October 7th Munch & Learn!



EL Language Programs Help Desk

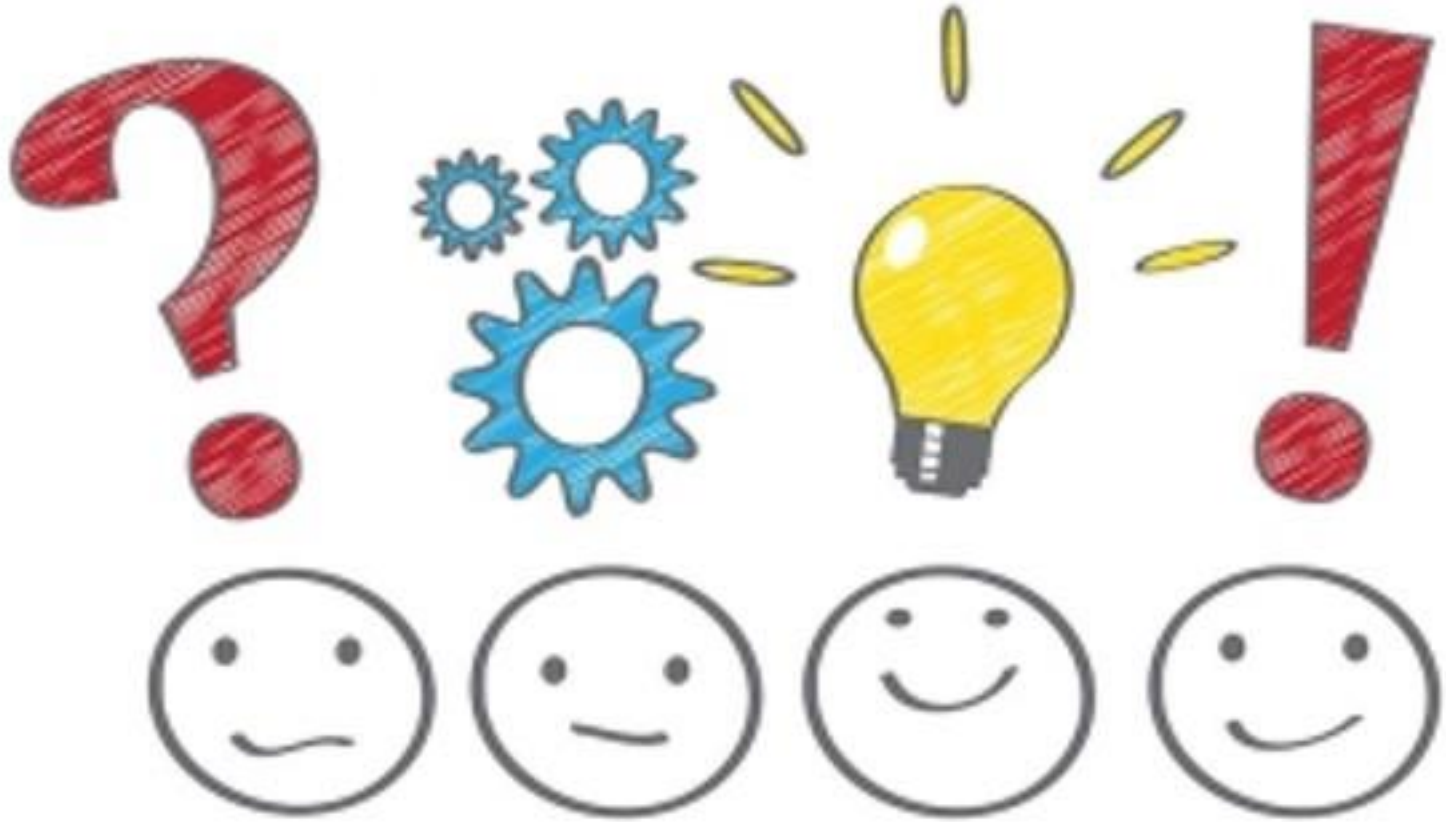
ESOL Questions & Support

678-794-3695

Email:

ELPrograms@doe.k12.ga.us

Q & A Time – Again!



www.gadoe.org

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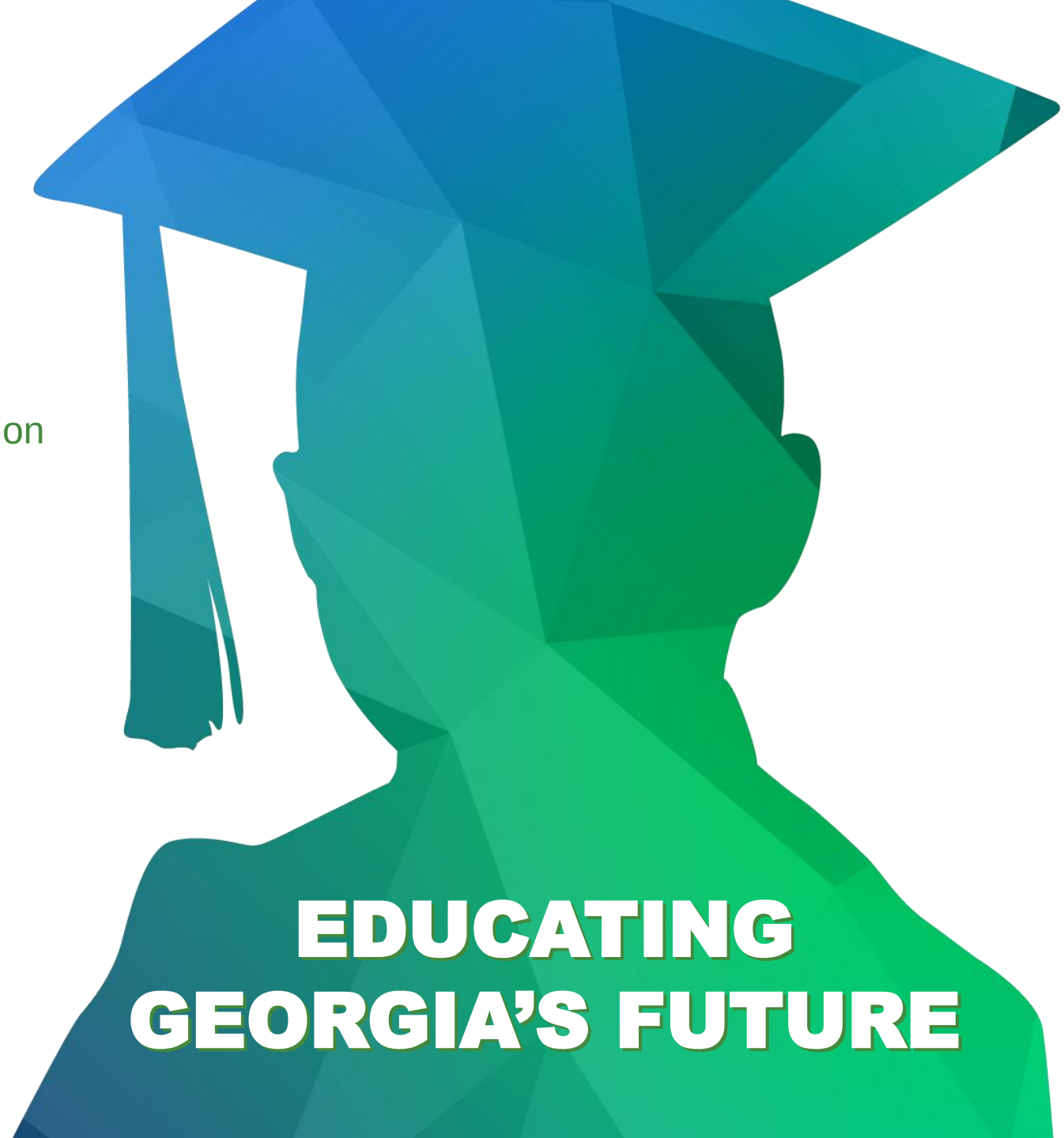
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