A Supportive Learning Environment for English Learners

A GaDOE
EL Language Programs
ESOL Directors Munch & Learn
October 7, 2020
Lunch Menu Today

Appetizer
• Review September session
• Federal requirements

Main Course
• Early Intervention Program
• GA’s Tiered System of Supports
• Special Education Services & Support
• College Readiness & Talent Development

Dessert
• WIDA & ESOL 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; and
2. Exit them when they are proficient in English; and
3. Monitor exited students to ensure they were not prematurely exited.

1. Provide EL students with an educationally sound and successful ESOL Program.
2. Identify and screen all potential EL students in a timely, valid, and reliable manner.
3. Ensure English learners have equal opportunities to participate meaningfully in curricular and extra curricular activities.
4. Meet the needs of EL students whose parents opt them out of ESOL

Ensure that EL students who have or are suspected of having a disability under IDEA or Section 504 are identified, located, and evaluated in a timely manner and that their language needs are considered in evaluations and services.

Evaluate the effectiveness of the LEAs 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.

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

Georgia Department of Education

May 2020
A Supportive Learning Environment for ELs

1. Maintaining order and safety
   • Basic needs
2. Developing and monitoring a tiered system of supports
   • Comprehensive
   • Personalized
3. Ensuring a student learning community for English learners
   • Levels of English proficiency
   • Cultural background
Supportive Learning Environment – Services to monitor EL students’ progress

1. Early Intervention Program (EIP) – Anisha Donald
2. GA’s Tiered System of Supports (MTSS) – Karen Suddeth
3. Special Education Services & Support – Wina Low
4. College Readiness & Talent Development – MaryJean Banter
Equity for English Learners in EIP Services

Meg Baker - Proxy for Anisha Donald
Elementary Program Specialist
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@GaDOEELA
How many ELs are served in EIP or REP programs?

**Percentage of ELs in EIP or REP**

Student Record 2020

- **30%** EIP/REP ELs
- **70%** ELs

**Percent of ELs in EIP/REP by Grade Level**

Student Record 2020

- **20%** Gr 1-3 EIP
- **52%** Gr 6-12 REP
- **28%** Gr 4-5 EIP
Q10: Are English learners (EL) students eligible to participate in the EIP program?
How should they be found eligible?
How should they be counted in FTE?

A: Yes, EL students can participate in the EIP program. They must be counted in FTE during a segment they are not being served in the ESOL program.
Data to Consider when Determining ELs’ Eligibility for EIP Services

1. Initial ELP Screener results
2. Annual ELP Assessment results by Overall Composite and each language domain: Listening, Speaking, Reading, Writing
3. Student ELP Growth Percentiles using ACCESS scales scores and “like peers” (when available)
4. Literacy & oracy levels in primary home language
5. Family culture
6. Educational history
Questions to Consider when Determining ELs’ Eligibility for EIP Services

1. Was the student’s level of English proficiency considered in the analysis of the non-ELP test results?
   a. Are the benchmark tests used of eligibility normed for English-only students?
   b. Do the benchmark test vendors provide English learner norms for the team to consider?
   c. How does the student’s level of English proficiency affect the benchmark test results?
   d. Did the teacher’s referral include information on the student’s level of ELP?

2. Was the student’s level of English proficiency considered in the choice of interventions?
   • Does the research say this intervention will be effective with dual language learners or with English learners?

3. Was the student’s level of English proficiency considered in the teacher’s instructional practices?
   a. Are high-leverage practices for ELs being used in the Tier 1 classroom?
   b. Is the student receiving appropriate language instruction in Tier 1 classrooms?
   c. Is the student meeting the language goals set by the teacher?
Additional Considerations when Determining ELs’ Eligibility for EIP Services

- What is the relationship between a student’s language proficiency and his/her literacy skills?
- What can EL students do at their level of English proficiency in each language domain?
- Is ELP and Literacy/Oracy in English progressing in tandem?
- How would instruction and intervention differ according to student’s literacy/oracy proficiency in home language?
English Learners in Georgia’s Tiered System of Supports for Students

Karen Suddeth
Program Manager / SPDG Project Director
Georgia’s Tiered System of Supports for Students
What is MTSS?

A Multi-Tiered System of Supports is a framework that:

- incorporates 5 essential components;
- is data driven;
- includes a team approach;
- supports ALL students in learning; and
- is considered best practice for teaching and learning.
What’s the big deal about a tiered system of supports for students?

1.29 Effect Size
(that’s really large!!)

Improved Outcomes
• Decreased expulsion, behavioral referrals, and suspension rates
• Sustained academic improvement
• Increased on-time graduation

Strong positive effects on system outcomes
• Increased instructional and planning time
• More efficient use of resources and staff
• Decreased inappropriate special education referrals and placement rates
• Reduction in amount of time student receives special education services
• Reduction in student grade retention

Source: Burns, Appleton, & Stehouwer, 2005; Dexter, Hughes, & Farmer, 2008; Simmons, Coyne, Kwok, McDonagh, Harn, & Kame’enui, 2008; Hattie, 2017
Integrating the Essential Components of Georgia’s Tiered System of Supports for Students

- SCREENING
- PROGRESS MONITORING
- DATA-BASED DECISION MAKING
- MULTI-LEVEL PREVENTION SYSTEM
- INFRASTRUCTURE

Supporting the Whole Child
Essential Components of the Nationally Aligned MTSS Framework

Georgia added the essential component of Infrastructure.

Supported by District and School Infrastructure
Nationally Aligned MTSS Framework
Essential Component: Multi-Level Prevention System

Students receive services at all levels, depending on need.

Tier I: Primary Level of Prevention – Instruction/Core Curriculum

Tier II: Secondary Level of Prevention - Intervention

Tier III: Tertiary Level of Prevention – Intensive Intervention

80% of students

15% of students

3% to 5% of students

SST

Essential Component: Multi-Level Prevention System

Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
Looking at the Whole Child

Remember: Interventions are tiered, NOT students.

Students receive services at all levels, depending on need.
Need More Information?

Georgia’s Tiered System of Supports for Students

www.gadoe.org/TieredSystemofSupports

or

www.gadoe.org/MTSS

Resources Available

• Fact Sheets: Simplify essential components/framework
• Professional Learning Units
• Training Webinars
• Short MTSS Videos
• Join MTSS Network of Professionals/Newsletter
• Register for Upcoming Events
# Georgia’s Tiered System of Supports for Students
## 2020 Professional Learning Calendar

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Training</th>
<th>Registration Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/9/2020</td>
<td>Regional Training: Screening*</td>
<td><a href="https://attendee.gotowebinar.com/register/5095685119066023026">https://attendee.gotowebinar.com/register/5095685119066023026</a></td>
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<td>9/10/2020</td>
<td>Regional Training: Screening*</td>
<td><a href="https://attendee.gotowebinar.com/register/5575701936617677328">https://attendee.gotowebinar.com/register/5575701936617677328</a></td>
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<tr>
<td>9/30/2020</td>
<td>Regional Training: Progress Monitoring with Dr. Tessie Rose Bailey*</td>
<td><a href="https://attendee.gotowebinar.com/register/5033024929026153216">https://attendee.gotowebinar.com/register/5033024929026153216</a></td>
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<td>10/1/2020</td>
<td>Regional Training: Progress Monitoring with Dr. Tessie Rose Bailey*</td>
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</tr>
<tr>
<td>11/5/2020</td>
<td>Regional Training: Robust Tier I with Dr. Tessie Rose Bailey*</td>
<td><a href="https://attendee.gotowebinar.com/register/552490715963102128">https://attendee.gotowebinar.com/register/552490715963102128</a></td>
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<td>12/7/2020</td>
<td>Regional Training: Tiers II and III with Dr. Tessie Rose Bailey*</td>
<td><a href="https://attendee.gotowebinar.com/register/84890493943631363157">https://attendee.gotowebinar.com/register/84890493943631363157</a></td>
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<td>12/8/2020</td>
<td>Regional Training: Tiers II and III with Dr. Tessie Rose Bailey*</td>
<td><a href="https://attendee.gotowebinar.com/register/247132292946005906">https://attendee.gotowebinar.com/register/247132292946005906</a></td>
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</tbody>
</table>

*This professional learning module will be offered on two different dates. Districts and schools can choose which of the two sessions they wish to attend.*
Contact Us

GAMTSS@DOE.K12.GA.US
Offering a holistic education to each and every child in our state.

Resources
Connecting Research

Institute for Education Sciences What Works Clearinghouse
- [https://ies.ed.gov/ncee/wwc/](https://ies.ed.gov/ncee/wwc/)
IES Practice Guides

Teaching Academic Content and Literacy to English Learners in Elementary and Middle School

- Recommendations
- Details
- Panel

Released: April 2014
PDF (6.6 MB)

Effective Literacy and English Language Instruction for English Learners in the Elementary Grades

- Recommendations
- Details
- Panel

Released: December 2007
PDF (1.1 MB)
CEEDAR – Innovation Configuration: Evidence-based practices for ELs


The National Academies of Sciences, Engineering & Medicine, 2017
Resources for Evaluating and Selecting Evidence-Based Practices

- NCII Interventions Tools Chart: https://charts.intensiveintervention.org/chart/instructional-intervention-tools
- Best Evidence Encyclopedia: http://www.bestevidence.org/

Adapted from the National Center on Intensive Intervention (NCII)
Resources for Evaluating and Selecting Evidence-Based Practices

- Center on Instruction: https://www.centeroninstruction.org/
- Promising Practices Network: http://www.promisingpractices.net/
- Evidence for ESSA: https://www.evidenceforessa.org/

Adapted from the National Center on Intensive Intervention (NCII)
MTSS for ELs

Questions?

Karen Suddeth
Program Manager/SPDG Project Director
Georgia’s Tiered System of Supports for Students
ksuddeth@doe.k12.ga.us
The contents of presentation were developed under a grant from the U.S. Department of Education, #H323A170010. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Jennifer Coffey.
English Learners with Disabilities (EL/SWD)

Wina Low
Program Manager Senior
Special Education Services & Support
Georgia FY20: EL and SWD

Percent of SWD to All Students 3-21

- All Students: 87.3%
- SWD: 12.7%

Percent EL/SWD to ALL SWD 6-21

- SWD not EL: 91.9%
- SWD EL: 8.1%
Percentage of SWD, age 6-21 Served by IDEA Part B, by EL Status and Primary Area of Disability. 2019-2020 School Year
Georgia Specific Policies
WIDA Screeners

• **Purpose**

• WIDA Screeners are assessments designed to provide the first measure of English Language Proficiency.

• **For students new to U.S. schools**, if the response to any of the three questions on the HLS indicates a home language other than English, the student is considered a potential English learner (EL) and the school district or Local Education Agency (LEA) will then administer the state required, grade-level specific, WIDA English language proficiency (ELP) screener.
WIDA Screener Accommodations

- Communication of accessibility supports & accommodations
- Collection of existing accommodation information
- Documentation of needed accommodations
- [WIDA Accessibility & Accommodations Supplement](https://www.wida.org/accessibility-2020-2021)
## Accommodations Table

### WIDA ACCESS for ELLs, Kindergarten ACCESS for ELLs, Alternate ACCESS for ELLs (ALT), and WIDA Screener Allowable Accommodations

Specific guidance is found in the WIDA Accessibility & Accommodations Supplement and Test Administration Manuals. Georgia-Specific policy is found in the Student Assessment Handbook and Accessibility & Accommodations Manual.

<table>
<thead>
<tr>
<th>Accommodation – (Accommodations appropriate for Alternate Access marked with ALT)</th>
<th>Type</th>
<th>Coding in WIDA AMS</th>
<th>Must be ordered separately</th>
<th>Kindergarten Access for ELLs Standard Administration Procedure (Coding Not Required)</th>
<th>Alt Access Standard Administration Procedure (Coding Not Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Braille with Tactile Graphics. May not be used for Speaking domain.</td>
<td>S</td>
<td>BR</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2. Extended time of a test domain over multiple days. Requires GaDOE approval.</td>
<td>S</td>
<td>EM</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3. Extended speaking test response time (twice the allowable time to respond). Allowable for Speaking Domain only.</td>
<td>S</td>
<td>ES</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4. Extended test time within the school day (1.5 times the allowable time to respond)</td>
<td>S</td>
<td>ET</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5. Human reader for items (stimuli and prompts). May not be used for Reading Domain.</td>
<td>S</td>
<td>HI</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>6. Human Reader for response options (answer choices). Available for Listening Domain only.</td>
<td>S</td>
<td>HR</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
Students with Disabilities (SWD)

• If a SWD has a Home Language Survey indicating the need for screening for eligibility for English learner status and ESOL services, the IEP should indicate any necessary instructional and/or assessment accommodations –including accommodations for the WIDA Screener.

• The GaDOE Student Assessment Handbook provides guidance and additional supplemental materials, such as the *WIDA Accessibility and Accommodations Supplement* provide further definition.
Including accommodations in the IEP for the WIDA Screener is new for Georgia.

GO-IEP has the updated information and will be making changes as soon as possible.

If you use another IEP platform, work with your vendor to incorporate the changes.

Until updates can be made in GO-IEP and other IEP platforms, the information should be considered and included in minutes or added on the accommodations pages as appropriate.

As with other accommodations for assessment, accommodations should only be utilized if also a part of the routine instructional practice.
Give me an example?
Preschool Special Education
Preschool Special Education

• Students with disabilities can begin services as early as the child’s 3rd birthday.

• The ESOL program in Georgia starts in Kindergarten, not Pre-school
Other examples include:

- Students new to the country with an identified or suspected disability, or students new to your school with a suspected disability may need consideration of their disability area prior to screening for ESOL.
Keeping Students First
English Learners Suspected of Having a Disability

• https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/English%20Learners%20swd/Keeping%20Students%20First%20%20-Jan%202020%20%20Final.pdf
Resources

• USED Chapter 6 of EL Toolkit: Tools & Resources for Addressing English Learners with Disabilities
  https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf

• USED Office for Civil Rights (OCR) and the U.S. Department of Justice (DOJ) Dear Colleague Letter, “English Learner Students and Limited English Proficient Parents,” January 2015,
  http://www2.ed.gov/about/offices/list/ocr/ellresources.html.

• https://osepideasthatwork.org/federal-resources-stakeholders/english-language-learners

• www.gadoe.org – Special Education website

• Wina Low - wlow@doe.k12.ga.us or SPEDHelpDesk@doe.k12.ga.us

• Division for Special Education Services and Supports
Dessert

WIDA and ESOL resources for you!
Self-Paced eWorkshops 2020-2021

WIDA Writing Rubric
Supports educators with using the WIDA Writing Rubric to work effectively with multilingual learners in their writing development. For K-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
More information on the ESOL Professional Learning webpage

WEEK ONE:
WIDA ELD Standards, 2020 Edition

- October 12 | 1:00 p.m. CT
  Introduction to the WIDA ELD Standards, 2020 Edition

- October 14 | 1:00 p.m. CT
  Understanding the New WIDA Key Language Uses - Inform, Narrate, Explain, and Argue

- October 16 | 1:00 p.m. CT
  WIDA ELD Standards (2020): Introducing the Grade-Level Cluster Proficiency Level Descriptors

WEEK TWO:
Teaching Multilingual Learners

- October 19 | 1:00 p.m. CT
  Teaching Multilingual Learners During Extraordinary Times: WIDA Fellows’ Success Stories

- October 21 | 1:00 p.m. CT
  Analyzing Language Ideologies Through Stories

- October 23 | 1:00 p.m. CT
  WIDA Guiding Principles in Action: What Students Can Do

WEEK THREE:
WIDA Assessments

- October 26 | 1:00 p.m. CT
  Using WIDA Assessments Appropriately: ACCESS for ELLs, Screener, and MODEL

- October 28 | 1:00 p.m. CT
  Introducing the New WIDA Screener for Kindergarten

- October 30 | 1:00 p.m. CT
  WIDA MODEL: Learn More About Your Students’ English Language Skills
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
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)
Upcoming Opportunities

Webinar: Culturally Responsive School Practices to Promote the Success of Hispanic English Learners

Join presenters from the Office of English Language Acquisition (OELA) and Regional Education Laboratories (REL) Pacific on October 8, 2020 at 4:00 pm ET to examine the factors that impact the social and emotional well-being of Hispanic ELs, identify research-based strategies to establish culturally responsive school environments, and discuss how to promote the academic achievement of diverse learners.

2020 LEA Satisfaction Survey - ESOL Language Program
EL Language Programs Help Desk

ESOL Questions & Support
678-794-3695
Email:
ELPrograms@doe.k12.ga.us