Special EL Populations: Gifted, LTELs, & SLIFE

A GaDOE
EL Language Programs
ESOL Directors’ Munch & Learn
December 2, 2020
ESOL Directors’ Munch & Learn Series 2020-2021

ESOL Munch and Learn Registration Link

- July – EL Entrance Procedures (Presentation; Script; Recording; FAQs)
- August – ESOL Delivery Models & EL/TPCs (Presentation; Script; ESOL Course Numbers; Recording; FAQs)
- September – WIDA ELD Standards & Resources (Presentation; Script; Recording; FAQs)
- October – EIP, MTSS and Special Education Services for ELs (Presentation; Recording; Q&A)
- November – Assessing English Learners (Presentation; Recording; Q&A)
- December – Subpopulations of ELs: LTEls, SLIFE, Gifted, Migrant (Presentation; Recording; Q&A)
- January – Effective Interventions for ELs (Presentation; Script; Recording; FAQs)
- February – ESOL Teachers Professional Capacity (Presentation; Script; Recording; FAQs)
- March – EL Family & Community Engagement (Presentation; Script; Recording; FAQs)
- April – EL Exit Procedures (Presentation; Script; Recording)
- May – EL Program Evaluation (Presentation; Script; Recording)
- June – ACCESS Data Literacy (Presentation; Script; Recording)

Connect to Prior Learning!
English to Speakers of Other Languages (ESOL)

ESOL Newsletters
- Nov/Dec 2020
- Sept/Oct 2020

WIDA Remote Screener Guidance
- State Guidance Regarding
- Summary of GaDOE Guidance
- FAQs on the New WIDA

Back to School Resources
- EL-TPC Supplemental Guidance (Updated 09-16-2020)
- Guiding Questions for the Supervision of EL Programs
- Risk Factors Checklist Tool - English Learners
- Course Application Process for ELs in GA Virtual School

Diversity of English Learners
Long-term English learners (LTEL)
WHAT CAN WE DO?

EL Language Programs
November/December 2020

Diversity of English Learners

Long-term English learners (LTEL)
WHAT CAN WE DO?

Educating Georgia’s Future

Diversity of English Learners

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Long-term English learners (LTEL)
WHAT CAN WE DO?
Lunch Menu Today

Appetizer
• Review November session
• Federal requirements

Main Course
• College Readiness & Talent Development
• LTELs
• SLIFE & Migrant

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.

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.
Providing ELs with a Supportive Learning Environment

1. College Readiness & Talent Development (GIFTED)
   - GaDOE Program Specialist, MaryJean Banter

2. Long-term English learners (LTELS)
   - Effingham County School District

3. Potential LTELS
   - Rome City Schools

4. Migratory ELs who are SLIFE
   - Federal Programs, Title I, Part C
### Percent of FY20 English Learners who are….

<table>
<thead>
<tr>
<th>Gifted</th>
<th>LTELEs</th>
<th>SLIFE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 0.57% Gifted</td>
<td>• 1.05% ELs since 2004 - 2015 (1351 ELs)</td>
<td>• No data</td>
</tr>
<tr>
<td>ELs (749 ELs*)</td>
<td></td>
<td>• LEA defined</td>
</tr>
<tr>
<td>• 0.04% Served</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in ESOL &amp; Gifted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(56 ELs)</td>
<td></td>
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</tbody>
</table>

*An FY19 data report indicates there were 3313 ELs served in gifted programs.*
College Readiness & Talent Development for English Learners

MaryJean Banter
Program Specialist
College Readiness and Talent Development Team

Gail Humble, ghumble@doe.k12.ga.us
Program Manager

Alison Coker, acoker@doe.k12.ga.us
Consultant

Martha Smith, masmith@doe.k12.ga.us
Program Specialist

Mary Jean Banter, mbanter@doe.k12.ga.us
Program Specialist
Talent Development – Programs & Support

Supporting Gifted Education

• FY 21 Regional Virtual Gifted Workshops for District Leaders: (16 Training Opportunities)
• FY21 Gifted Workshops for New District Gifted Leaders (at least 8 Training Opportunities)
• Monthly conference calls with new gifted coordinators (5 years of experience or less)
• Gifted Editors—Gifted Teachers who are developing enhancements to align with the new K-12 Remote Learning Plans for gifted/high ability learners
• edWeb Community for Georgia New Gifted Coordinators
• Gifted Virtual Specialists – Georgia gifted endorsed teachers will provide virtual training for Georgia gifted teachers 4X/year concentrating on some of our main service delivery models and Creativity
• Creation of Gifted Information Support Google Site for District Gifted Coordinators
Talent Development – Programs & Support

- Creation of Go-To-Meeting Information Sessions
- Documents for Guidance/support for scenarios for virtual gifted service delivery models
- Podcast(s) – Well Being of our Gifted and High Ability Learners, etc.
- Gifted Task Force with Working Groups (Culturally Responsiveness and Talent Development)
- Gifted Education Webpage
- Educating the Whole Child Resources: Supporting a Learner’s Potential
- Georgia Association for Gifted Children Virtual Convention March 1-2, 2021
- National Association for Gifted Children
Gifted EL Students

Suggestions for districts to support the growth of the identification of Gifted EL students:

- Adopt Universal Screening Procedures
- Create Pathways to Identification (include portfolios-products/performances)
- Establish Open Communication with Parents, ESOL Teachers, Title III leaders
- Conduct Professional Development that includes how to have Culturally Responsive Classrooms and Talent Development

*Exploratory Study on the Identification of English Learners for Gifted and Talented Programs [http://ncrge.unconn.edu](http://ncrge.unconn.edu)*
## Ethnicity of GA’s Gifted Population

<table>
<thead>
<tr>
<th>Year</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Black</th>
<th>White</th>
<th>Multi</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>12,223</td>
<td>15,481</td>
<td>31,922</td>
<td>111,411</td>
<td>8,369</td>
</tr>
<tr>
<td>2016</td>
<td>13,028</td>
<td>16,564</td>
<td>32,395</td>
<td>110,430</td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>13,855</td>
<td>17,364</td>
<td>32,562</td>
<td>110,581</td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>14,511</td>
<td>18,191</td>
<td>32,064</td>
<td>108,317</td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>15,355</td>
<td>19,079</td>
<td>32,720</td>
<td>106,293</td>
<td></td>
</tr>
<tr>
<td>2020</td>
<td>16,274</td>
<td>20,098</td>
<td>33,192</td>
<td>105,262</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Gifted Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>177,877</td>
</tr>
<tr>
<td>2016</td>
<td>179,828</td>
</tr>
<tr>
<td>2017</td>
<td>181,899</td>
</tr>
<tr>
<td>2018</td>
<td>181,053</td>
</tr>
<tr>
<td>2019</td>
<td>181,842</td>
</tr>
<tr>
<td>2020</td>
<td>183,703</td>
</tr>
</tbody>
</table>

10% of Total Std Pop.

10.2% of Total Std Pop.

10.3% of Total Std Pop.

10.4% of Total Std Pop.
What research is available to help us identify and serve Gifted English Learners?

U.S. Department of Education

Study on ELs for Gifted & Talented Programs
Tips for Identifying Gifted EL Students

https://www2.ed.gov/about/offices/list/oela/index.html
Download a one-page PDF of these tips

Download the full NCRGE EL report supporting these tips

Download a tri-fold brochure on improving identification of EL students for gifted programs

Download our comprehensive review of literature on gifted EL students

Some content on this website may require the use of a plug-in, such as Adobe Acrobat Viewer.
Follow us on Twitter @GaDOECollegeRdy and use #collegereadyGA to celebrate successes
Long-term English learners (LTELs)

Ms. Kristie Long, ESOL Coordinator
Effingham County School District
206 ELs in F21
2% of total student population
Effingham County School District

LONG-TERM ELs
CFM - Number of EL Students not attaining English proficiency after 5+ years:

- FY20 - 195 active ELs
- 14 ELs not attaining English proficiency after 5+ years
  - 10 of 14 have IEP
  - 4 of 14 are non-IEP students
    - 2 of 4 are newly enrolled
    - 2 of 4 have been in district for at least 4+ years
Discoveries:

- Student identification issue
- Initiate mental health support to traumatized student
- Inaccurate ELP Screener date
- Majority are special education students
Next Steps:

- Case study on each long-term EL student- Discuss potential strategies and programs that target weakness
- Work individually with students on Wednesdays
- Send personal invitation to parent asking students to join Title III after-school tutoring
- Set English language proficiency goals with students
- Work closer with Special Education Teachers
  - Invite special education teachers to EL teacher PD hosted by ESOL teacher
  - Make a plan with the special education teachers to help student transition out of ESOL
  - Make regular contact with special education teachers to discuss progress of student
Potential Long-term English Learners

Ms. Noel Wilkinson, ESOL Coordinator
Rome City Schools
893 ELs in FY21
14% of total student population
Virtual Online Live Tutoring

Rome City Schools

The VOLT program is a Title I initiative providing virtual ELA and Math content tutoring services after school to students in grades 3-12. While English learners can and do join these content-focused sessions, we also wanted to provide English language development tutoring opportunities. This led us to develop VOLT English with our FY 21 Title III plan and funds.

- One of our areas of focus is potential long-term EL students. We defined them as ESOL-served EL students in grades 5 and 6, with a CPL of 4.0 or higher on ACCESS for ELLs.
- Our goal is to help these “poised-to-exit” students raise their ACCESS scores and exit ESOL prior to entering middle school (grades 7-8 in our district).
## Title III “VOLT English” Program Plan for LTEL Students

### Language Instruction
- Synchronous virtual sessions with trained tutors
- Language development focused at higher levels-WIDA levels 4 and 5
- Asynchronous independent practice in Rosetta Stone English K-6
- “One-to-One” Chromebooks (provided by the district), plus Jetpacks provided for students needing home internet access.
- Goal setting with students

### Resources and Assessment
- Rosetta Stone English K-6 program, with a **Listening** and **Speaking** focus
- Program collects “data without testing” as the student works, providing recommendations for language skill lessons
- Tutors promptly plan instruction based on program data so that formative assessment is ongoing.

### Parent Engagement
- Invitation Letters were sent home in parents’ home language, explaining the goal of helping the student work toward ESOL program exit.
- Title I-funded parent mentors made phone calls to follow up on the informational letter.
- Graphically supported directions explaining the Rosetta Stone program and login directions were sent to parents.
- 3 planned parent engagement sessions in our Title III budget.
Supporting Migratory EL Students with Limited or Interrupted Formal Education (SLIFE)

Dr. April Roberts, Resource Specialist Federal Programs Title I, Part C
This Segment’s Purposes are:

• To define “migratory participants”
• To define “SLIFE”
• To identify some common characteristics of migratory participants who are SLIFE
• To identify ways local MEP staff can offer supplemental support to migratory English learners who are SLIFE
What is a Migratory Child?

1. The child is not older than 21 years of age; and

2. The child is entitled to a free public education (through grade 12) under State law, or The child is not yet at a grade level at which the LEA provides a free public education, and

3. The child made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher, or did so with, or to join a parent/guardian or spouse who is a migratory agricultural worker or a migratory fisher; and

4. The child moved due to economic necessity from one residence to another residence, from one school district to another.
General Characteristics of Migratory SLIFE

“SLIFE” is an acronym for Students with Limited or Interrupted Formal Education.

• Move for agricultural work
• Frequently new to the U.S.A
• Had limited/interrupted schooling in home country
• Semi-or illiterate in first or primary language (L1)
• Below grade level in most skills
General Characteristics Continued…

• May be refugees or victims of natural disasters/civil war
• Can be from isolated geographic regions in home country
• May hail from societies/cultures that have different norms
• Are likely to be poor; depending on age, may need to work to support family
Characteristics continued…

- Often have a strong work ethic
- Can possess great resiliency
- Own funds of knowledge (Moll & Amanti) from experiences, culture, linguistic background, family of origin, etc.
Miguel is a migratory newcomer to Georgia schools and speaks only his native language. Because he is 12, he is placed in grade 6. An informal assessment by a bilingual school staff member indicates that he has low literacy and math skills in his L1. Moreover, his social skills are lacking, and he is not connecting well with other students. From speaking with his guardian, teachers learn that he did not consistently attend school in his home country.
Supportive Learning Environment

SSPs create a welcoming environment when meeting with the student and family

Provide primary language support when possible

Assist in obtaining needed school supplies

Offer supplemental skills practice: math, reading, writing, English language acquisition, life skills, etc.
Other Supplemental Services

- Help migratory families with applications
- Arrange transportation on occasion (or access to it) for migratory families
- Assist with interpretation services at school parent meetings involving the migrant student
- Recommend or facilitate a connection with community services that provide needed support
- Communicate to school staff about any need for flexibility on assignments
- Communicate living circumstances so that teachers, support staff, or social workers can be informed, as needed.
“Supplemental” is the Key Word

- MEP staff are flexible
- MEP staff are skilled
- MEP staff meet students and families “where they are” in real life
- MEP staff are experienced
- MEP staff are trusted
For more information:

<table>
<thead>
<tr>
<th>Resource Specialist Team</th>
<th>Resource Specialist Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Region 1</td>
<td>Region 2</td>
</tr>
<tr>
<td>Sabrina Rivera Pineda</td>
<td>Miriam Blaisdell Ndaayezwi</td>
</tr>
<tr>
<td><a href="mailto:spineda@doe.k12.ga.us">spineda@doe.k12.ga.us</a></td>
<td><a href="mailto:mndaayezwi@doe.k12.ga.us">mndaayezwi@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Dr. April Roberts</td>
<td>Zenia M. Livingston</td>
</tr>
<tr>
<td><a href="mailto:aroberts@doe.k12.ga.us">aroberts@doe.k12.ga.us</a></td>
<td><a href="mailto:zlivingston@doe.k12.ga.us">zlivingston@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Chasity Britt</td>
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<td><a href="mailto:chasity.britt@doe.k12.ga.us">chasity.britt@doe.k12.ga.us</a></td>
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Dessert
<table>
<thead>
<tr>
<th>WIDA eWorkshops Available September 1, 2020</th>
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<tbody>
<tr>
<td><strong>WIDA Writing Rubric</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>Time to complete:</strong> 10 hours</td>
</tr>
<tr>
<td><strong>Doing and Talking STEM</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>Time to complete:</strong> 6 hours</td>
</tr>
<tr>
<td><strong>Classroom Teachers: Engaging Multilingual Newcomers</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>Time to complete:</strong> 2 hours</td>
</tr>
<tr>
<td><strong>Leading for Equity: Classroom Walkthrough</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>Time to complete:</strong> 2 hours</td>
</tr>
<tr>
<td><strong>Social Studies: Engaging Multilingual Learners through Inquiry</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>Time to complete:</strong> 3-4 hours</td>
</tr>
<tr>
<td><strong>Developing Language for Learning in Mathematics</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>Time to complete:</strong> 4 hours</td>
</tr>
</tbody>
</table>
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
New WIDA Screener for Kindergarten

Coming soon!

WIDA Screener for Kindergarten will be available to WIDA Consortium members beginning March 30, 2021. Student screening policies are set by your education agency. Check your member/state page for more information.

About

WIDA Screener for Kindergarten is an individually administered paper-and-pencil test that helps educators identify students as English learners (ELs). It is given to students one time when they enter your school or district as they start kindergarten or first grade.

Features

Identification

Once the test launches, WIDA Consortium members can complete training and print the test materials in the WIDA Secure Portal. Members may also purchase test kits from the WIDA Store.

https://wida.wisc.edu/assess/screener/kindergarten
EL Language Programs Help Desk

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