

Advancing School Leadership for Continuous Improvement

What does a Coherent Instructional System look like for English Learners (ELs)?

**Winter Instructional Leadership Conference
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Collaborating Today

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Session Norms

- Place electronics on silence/vibrate.
- Remain engaged in learning.
- Respectfully share opinions.
- Ask questions for clarification to avoid making assumptions.

Padlet

<http://bit.ly/coherentEL>



Georgia's Systems of Continuous Improvement



English Learners in the Components of the Coherent Instruction System

1. Planning for Quality Instruction *for English Learners*
2. Delivering Quality Instruction *for English Learners*
3. Monitoring *EL* Student Progress
4. Refining the *Content and Language Development*
Instructional Systems *for English Learners*

TESOL's 6 Principles for Exemplary Teaching of English Learners

Principle 1: Know your learners

Principle 2: Create conditions for language learning

Principle 3: Design high quality lessons for language development

Principle 4: Adapt lesson delivery as needed

Principle 5: Monitor and assess student language development

<https://www.tesol.org/the-6-principles/>

Mentimeter:

In one word, how would you describe your experience teaching or working with English Learners?

Enter [Mentimeter](#) code on screen!

Four Components Focused on ELs – A Jigsaw

1. Divide into four groups #1 - #4.
2. Each group will read the same numbered component of a *Coherent Instruction System* and discuss how your schools address the questions for this component. Members will become experts in this one component.
(5 min)
3. Create four new groups with one expert member from each of the components. Experts share highlights of their discussion with this second group. (5 min)

System Self-assessment

On a scale of 1-5, with 5 being the highest and 1 the lowest, use the **Poll Everywhere to** rate your school's instructional system's level of coherence for English learners in each of the following four components....

1. Planning for Quality Instruction *for ELs*
2. Delivering Quality Instruction *for ELs*
3. Monitoring *EL* Student Progress
4. Refining the *Content and Language Development* Instructional Systems for ELs

P

New activity

▼ Default **9 activities**

 1. How are you feeling today? 11 responses 

 2. Which WIDA P.D. options should we use in Georgia ? 13 responses 

 3. Short Survey on Sub-committees (2) No responses

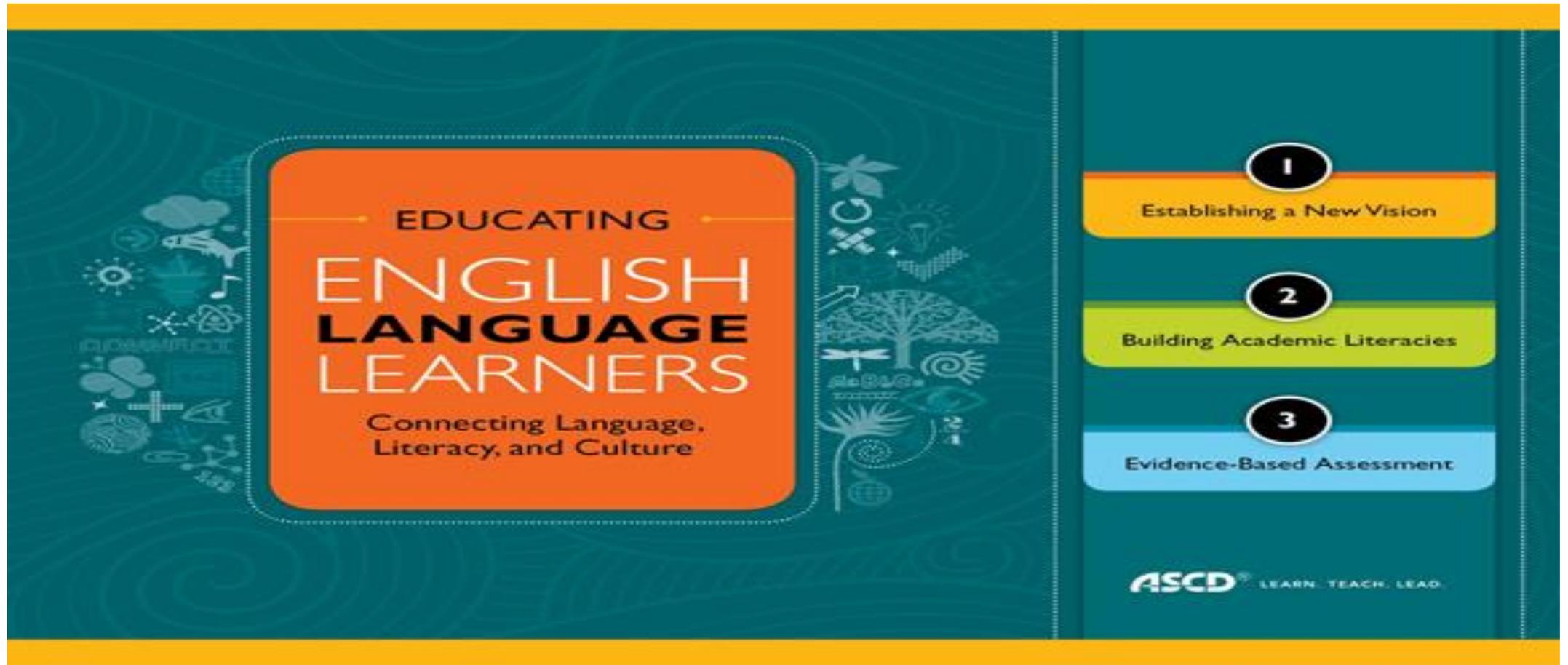
 4. Please rank your choices. 10 responses 

 Which Logo best represents the EL Language Programs Vision/Mission? 13 responses

Logout



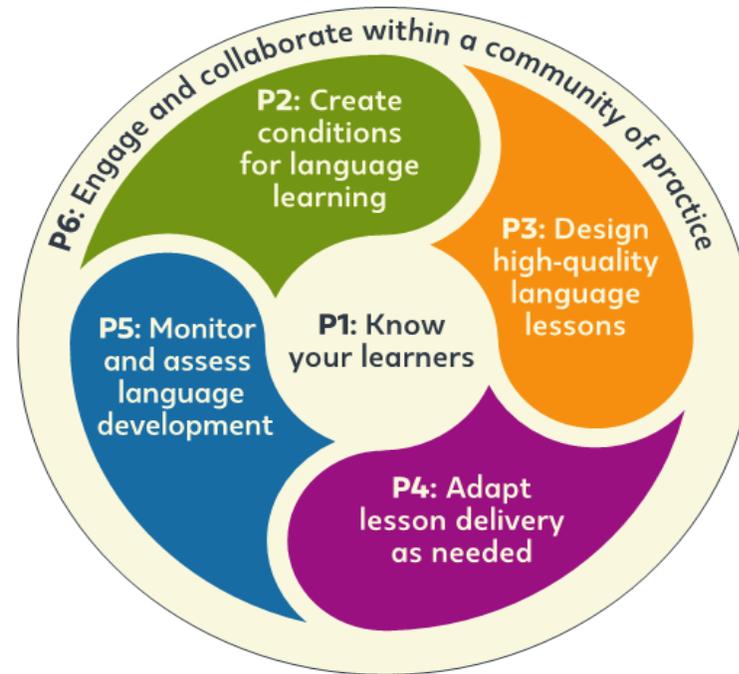
Literacy and Art video of Fulton school



How can the 6 Ps help teachers provide a coherent system of instruction for ELs?



How do the 6 Ps connect to a coherent system of instruction for ELs?



P 1: Let's meet Moises

Why does knowing Moises and what he knows and doesn't know help us, as teachers, in planning and delivering our instruction to maximize his capacity in learning?

What key questions should we consider?

Principle 1: Know your learners: *What impact should this principle have on how teachers plan and teach?*

Principle 2: Create conditions for language learning: *Why should every teacher know the language of their content?*

Principle 3: Design high quality lessons for language development: *How do we know when a lesson is high quality?*

Principle 4: Adapt lesson delivery as needed: *What should we consider when differentiating instruction?*

Principle 5: Monitor and assess student language development: *What does this look like in a classroom?*

Video: What principles do we notice?

Use your handout of the 6 Ps to guide your observation

Thank You!

How to say 'thank you' in 28 languages



Visible Learning: What teachers do matters...

The act of teaching requires deliberate interventions to ensure that there is cognitive change in the student. The key ingredients are:

- Awareness of the learning intentions
- Knowing when a student is successful
- Having sufficient understanding of the student's understanding
- Knowing enough about the content to provide meaningful and challenging experiences

Wrapping it up

<https://docs.google.com/forms/d/e/1FAIpQLSdHv-5o0PAeLm4AglS4IZXAZGHWilau73VFynTvbVYq4MDibg/viewform>

Turn to your partner and complete the following statements...

- Something I can use ...
- Something I want to know more about ...
- Something that I have questions about ...

Session Feedback

Thank you for attending our session.
Please take a moment to provide
your feedback.

<https://tinyurl.com/2020ILC>



Share your conference highlights now!



[@GaDOESDE](https://twitter.com/GaDOESDE)

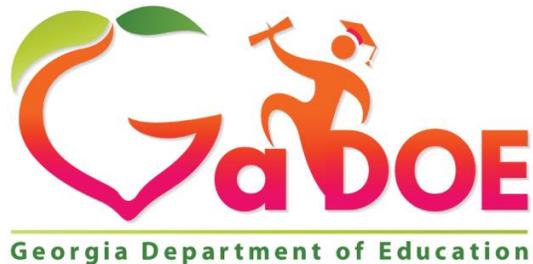
www.gadoe.org



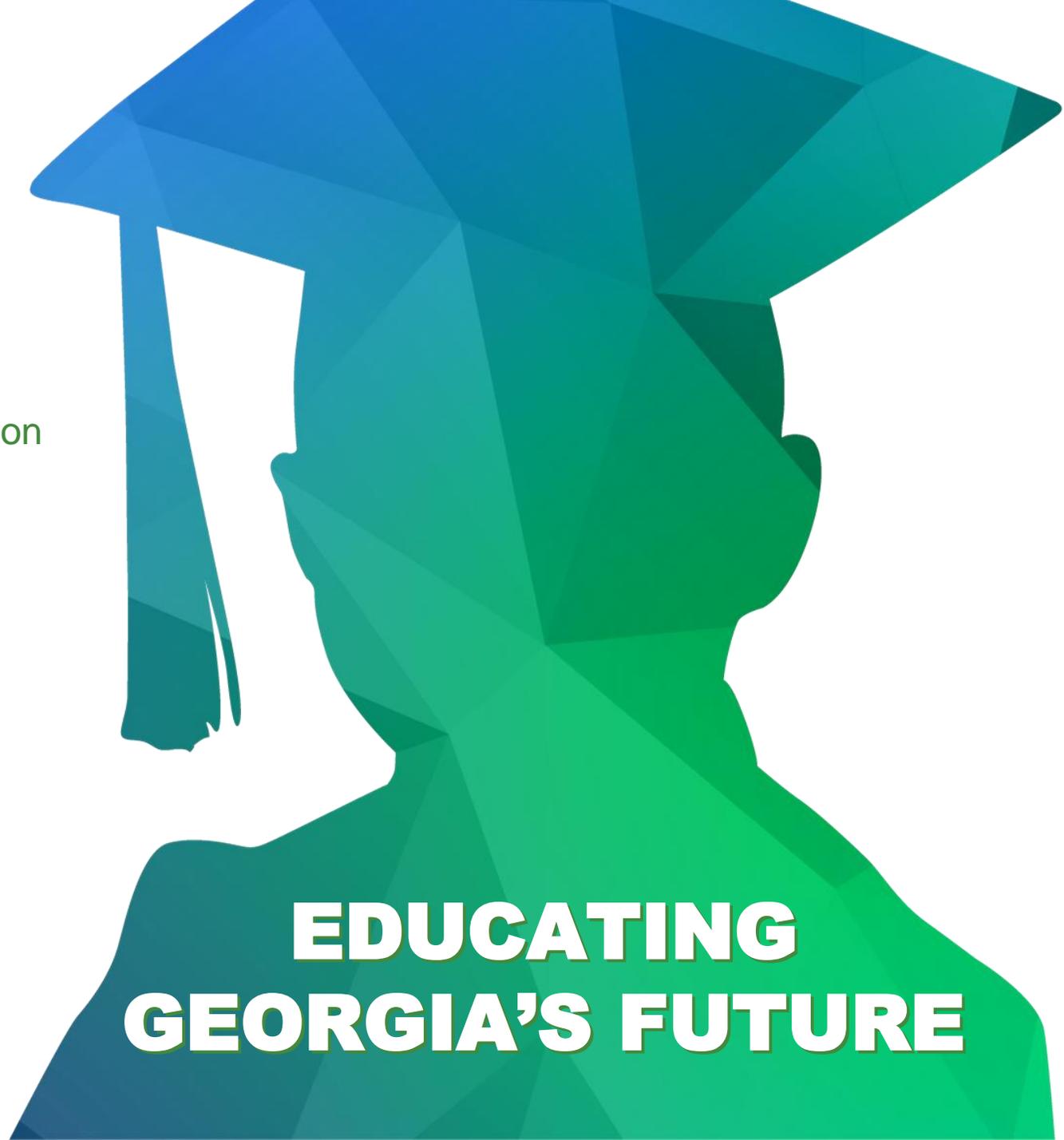
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**EDUCATING
GEORGIA'S FUTURE**



What does a Coherent Instruction System look like for English Learners (ELs)?

#1: Planning for Quality Instruction

<https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Planning-for-Quality-Instruction.aspx>

“This process provides the schoolwide organizational needs required to support effective instructional planning. For example, assignment of teachers based on effectiveness data, appointment of team leaders, etc.

- a. When the master schedule reflects protected team planning time and common expectations and norms are established.
- b. School-based decisions are made based on team data.
- c. Artifacts: Master schedule, meeting schedule, instructional framework, accountability documents and protocols.”

School Processes

1. Establish a planning foundation – language and content objectives?
2. Plan collaboratively with school teams – include language teachers in content teachers planning time
3. Develop shared understanding of *WIDA English language development and GA Standards of Excellence*
4. Determine how EL students will show what they know and can do – formative language assessment
5. Use tools and resources to plan for EL instruction – language leveled resources, resources to make content comprehensible
6. Monitor planning teams
7. Create common assessments for ELs at varying levels of English proficiency (modify existing common assessments)

How are we planning for quality instruction for ELs?

- How often do school leadership teams meet to establish EL Program goals, monitor/refine EL program, disseminate information, and provide support for collaborative efforts?



- How do school leadership teams address EL-focused language curriculum development and language-focused instructional practices that incorporate visual, graphic, and interactive supports, socio-cultural issues, etc.?
- How are we ensuring our teachers are data literate on the ACCESS test results and are using this data during team planning & schedule creating?
- What data helps us determine which ESOL delivery models to use?
- What process do we currently use to distribute/interpret/analyze ACCESS data for all staff, school leadership teams, etc.?
- How are we evaluating the effectiveness of our language programs?
- How are we scheduling language instruction?

Are we giving EL students the Time and Opportunity to Learn (OTL)?

- Are we using English language proficiency (ELP) Data to make ESOL, EIP, SpEd schedules? (K-5)
- How do we determine in whose classroom to place EL students? Do we match HQ teachers with high-risk ELs?
- How do we determine which EL students receives one ESOL segment and which receive two (in grades 4-8) or 3-5 in grades 9-12?
- How much time do our ELs spend with highly trained teachers who are prepared to meet their needs vs. how much time do they spend in classes with unprepared teachers?

#2: Delivering Quality Instruction

<https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Delivering-Quality-Instruction.aspx>

“The Instructional Delivery Process is the heart of the Coherent Instruction System.

- Consider a schoolwide process for monitoring and evaluating the effectiveness of daily instructional delivery through teacher reflection and student progress.
- Evidence shows the schoolwide instructional framework is consistently and pervasively implemented. (See Tools: *Delivering quality instruction structure, Evaluate instructional delivery process*)

Quality instructional delivery engages students and aligns to the intent and rigor of content standards”

How are we delivering quality content and language instruction to EL students?

- Do EL students have access to comprehensible, standards-driven content area instruction?
- Is the curriculum, the instruction, and the assessment appropriate for ELs at their level of English language development (ELD)?
- Is the language program based on sound educational and language learning theory?
- Are ESOL delivery models matched to students’ levels of ELP?

- Is ESOL language instruction aligned with Georgia Standards of Excellence and WIDA’s standards for English development?
- Are EL students taught to use English for academic purposes?
- Are ESOL teachers teaching much more than just vocabulary?

How do we know the teachers of ELs have enough and effective instructional resources?

- How do we determine which instructional resources (ESOL curricula, supplemental books, core books, software, etc.) need to be bought for ELs and their teachers?
- Are we investing in EL-specific assessment resources and instructional resources in students’ home languages?
- Have we adopted and purchased a variety of high quality, age-and grade-appropriate materials that support rigorous instruction in all content areas in English and/or in students’ home languages?

#3: Monitoring Student Progress

<https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Monitoring-Student-Progress.aspx>

School Processes:

1. Identify & support strengths & weaknesses
2. Provide student feedback
3. Establish data analysis protocol

“As you analyze student work and document student feedback, consider the implications for instructional planning and delivery, student intervention, and enrichment. The process is implemented when students are able to articulate their level of content mastery and the next steps necessary to continue and sustain their achievement. Artifacts: Student feedback documentation, student profiles, student qualitative data.”

How do we know that our Tier 2 interventions are effective for our EL students?

- Do we have Tier 2 language interventions or strategies/activities for those ELs who need it or only Tier 2 academic interventions?
- Do we have a system in place for monitoring the academic progress of ELs? What is it?
- How do we monitor English language development?
- Do we track academic progress or any data on our **Former ELs**? Do we compare that with data for our **Never-ELs**?

#4: Refining the Instructional System

<https://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Refining-the-Instructional-System.aspx>

Processes:

1. Reflect on what did and did not work
2. Adjust planning, implementation, and monitoring
3. Celebrate and share successes
4. Identify next steps

How are school leadership teams currently using EL assessment data?

- Are we documenting English language proficiency growth over time?
 1. Identify ELs whose English proficiency is not improving for RTI teams to address
 2. Identify teachers whose EL students experience great language proficiency growth
 3. Identify grade level language growth averages
 4. Compare individual students to school or grade level average language proficiency growth
 5. Monitor student progress
- Are we tracking common student weaknesses/strengths across/within grade-levels?

How are school leadership teams currently using EL assessment data?

- Do we create clusters of ELs with similar ELP profiles to place in same classroom? (K-5: either heterogeneous or homogeneous?)
- Do we require teachers to use ELP data for instructional differentiation purposes?
- Do our teachers use ELP data to create authentic assessments, modified assignments, etc.?
- Are teachers examining student work for language and content demands as well?