

Who's responsible for English learners' education? Reimagining a Supportive Learning Environment!

GEORGIA'S REIMAGINING EDUCATION CONFERENCE
June 21-22, 2021

Margaret (Meg) Baker, Ed.D.
Manager, ESOL & Title III,
Part A Programs
Office of Federal Programs
mbaker@doe.k12.ga.us

Wina Low
Program Manager Senior
Office of Special Education
Support & Services
wlow@doe.k12.ga.us

Amy Alderman,
Program Manager
Division of School & District
Effectiveness
Office of School Improvement

Session Logistics

- **Handouts:** Session handouts are available for download in the handouts section
 - ❖ Handouts are also available on our Events and Conferences webpage
- **Questions:** Enter questions/comments in the questions box
- **Feedback:** Please complete the pop-up survey at the close of the session
- **Certificate of Attendance:** A link to a certificate of attendance will be emailed in 24-hours
 - ❖ Must attend the entire live session
- **On Demand:** Session recordings will be available for on-demand access following the close of the conference on the Events and Conference webpage at <http://www.gadoe.org/sdeevents>
 - ❖ On-demand views are not eligible to receive a certificate of attendance

About Your Lead Presenter



- Manager GaDOE ESOL and Federal Title III, Part A Language Programs
- Ed.D. in Leadership for Learning, Inclusive Education from Kennesaw State University
- 35 yrs. K-12 teacher leader experience at school, district, and state level in U.S. and Dominican Republic
- From the Dominican Republic
- Supporter of English learners and their families
- Research interests: EL education and assessment, teacher and leader preparation

Today's Co-Presenters



Wina Low,
Program
Manager Senior,
Special
Education
Services &
Supports



Breanne
Huston,
Manager
English
Language Arts
& Literacy
Program



Lya Snell,
Manager
Mathematics
Program



Susan Holcomb,
Program
Manager, Family
School
Partnerships



Margarita Muñoz,
Program
Manager, Title I,
Part C, Education
of Migratory
Children



Session Goals



Reflect

Reflect on your school system's current state regarding sharing responsibility for ELs.

Choose

Choose a practical strategy to implement that will foster a shared responsibility for ELs in your school system.

Recognize

Recognize benefits of GaDOE's model of shared responsibility for ELs across divisions and departments.

Identify

Identify braided/blended funding streams to leverage to provide the time and resources necessary to enacting a shared responsibility for ELs.

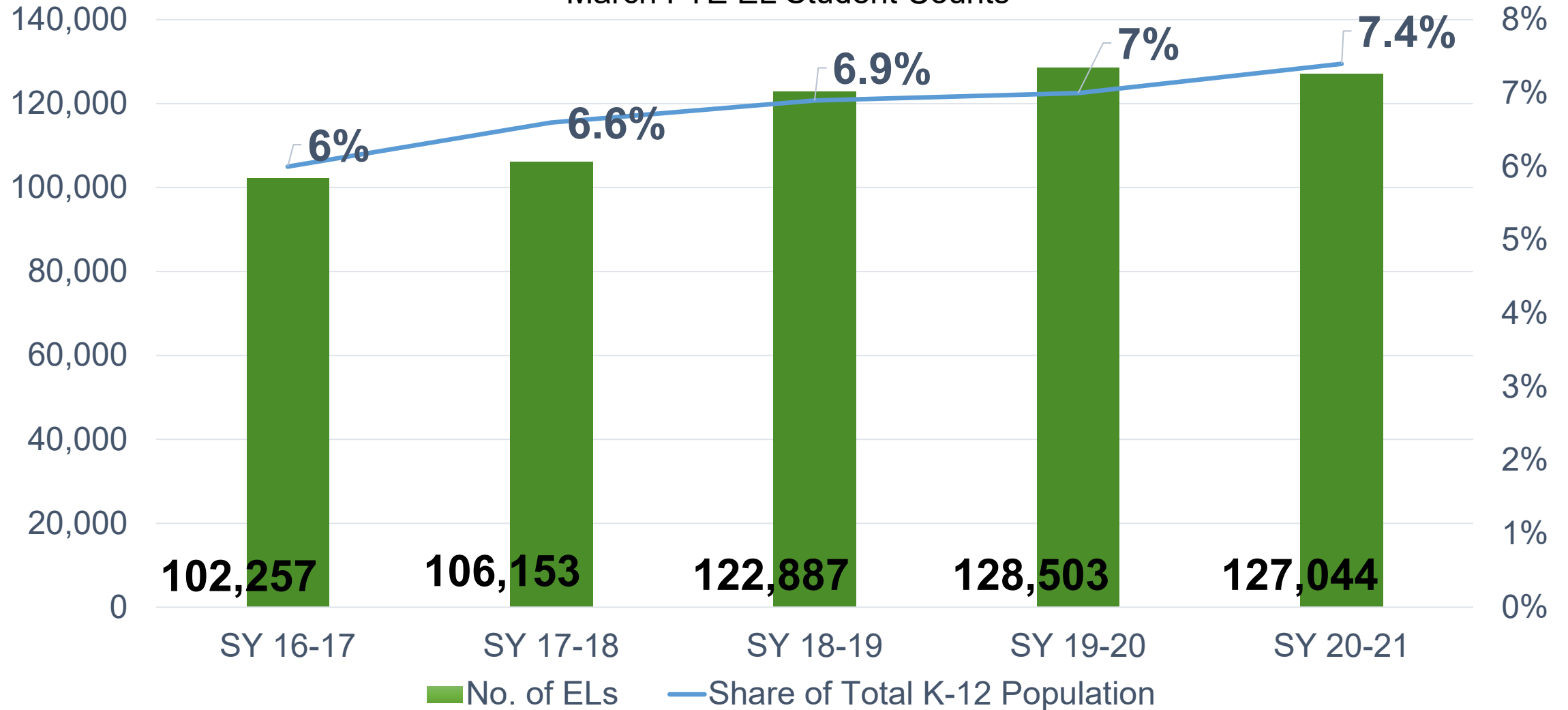


Contextual Information

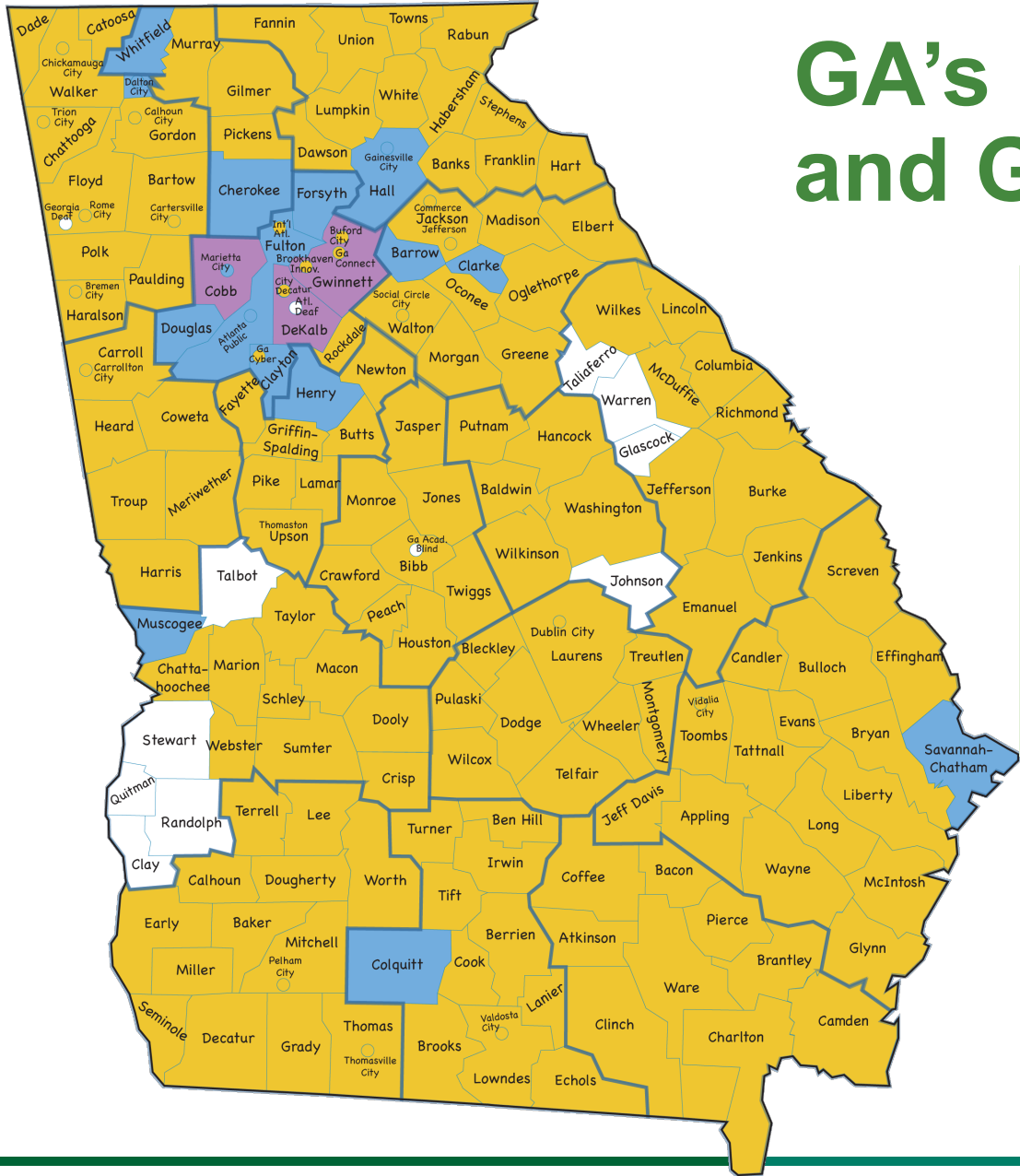
EL Student Population and Definitions

Growing EL Student Population in GA

March FTE EL Student Counts



GA's EL Student Population and Geographic Distribution



Legend

(Based on March 2021 FTE)

- EL Student Count = 0 (23)
- EL Student Count = 1-1,000 (178)
- EL Student Count = 1,001-10,000 (17)
- EL Student Count = 10,001+ (3)

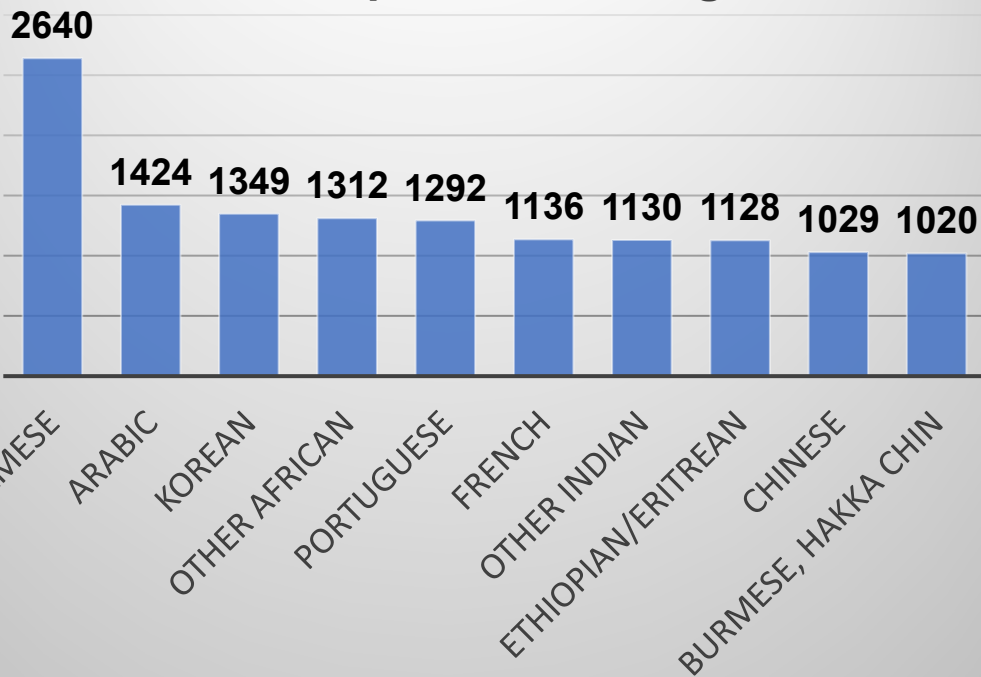
221 Total LEAs including State Charter Schools
198 show EL student counts in March 2021 FTE

127,044 ELs

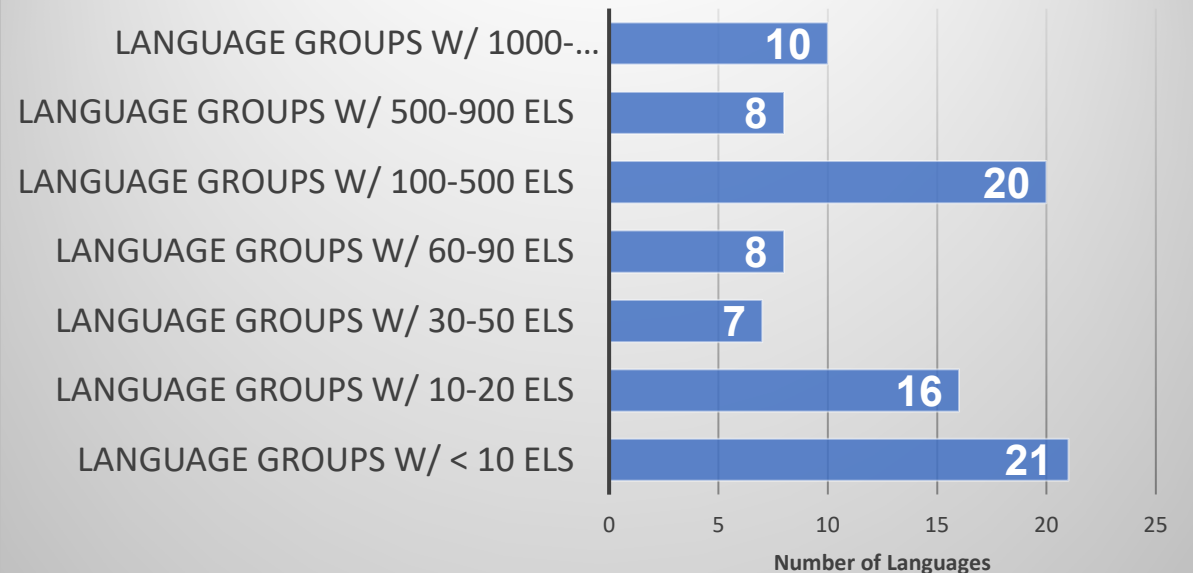


Language Groups in Georgia's Schools

Top 10 Language Groups in GA Schools after Spanish and English



90 Language Groups excluding English & Spanish



October 2020 Data

Spanish (80%) = 100,779 ELs

Commonly Used Acronyms & Terms

Local Education Agency - LEA

For Language Programs

DLI – Dual Language Immersion

ESL – English as a Second Language

ESOL – English to Speakers of Other Languages

ELD – English Language Development

LIEP – Language instruction educational program

Sheltered Instruction (SI) – teaching content and English to ELs in a sheltered environment (only ELs in the classroom)

For Students and/or Parents

DLL – Dual language learner

EL – English learner (term introduced by ED in 2017)

ELL – English language learner (formerly used in GA - still used in other states)

EL/SWD – English learner with disabilities (16%)

Former EL – exited EL status & language program

Language minority student – not identified as an EL, but family's language is not English

LEP – used by ED for **parents only**; historically was used for students

LTEL – Long-term ELs (5+ years) - 1% in GA

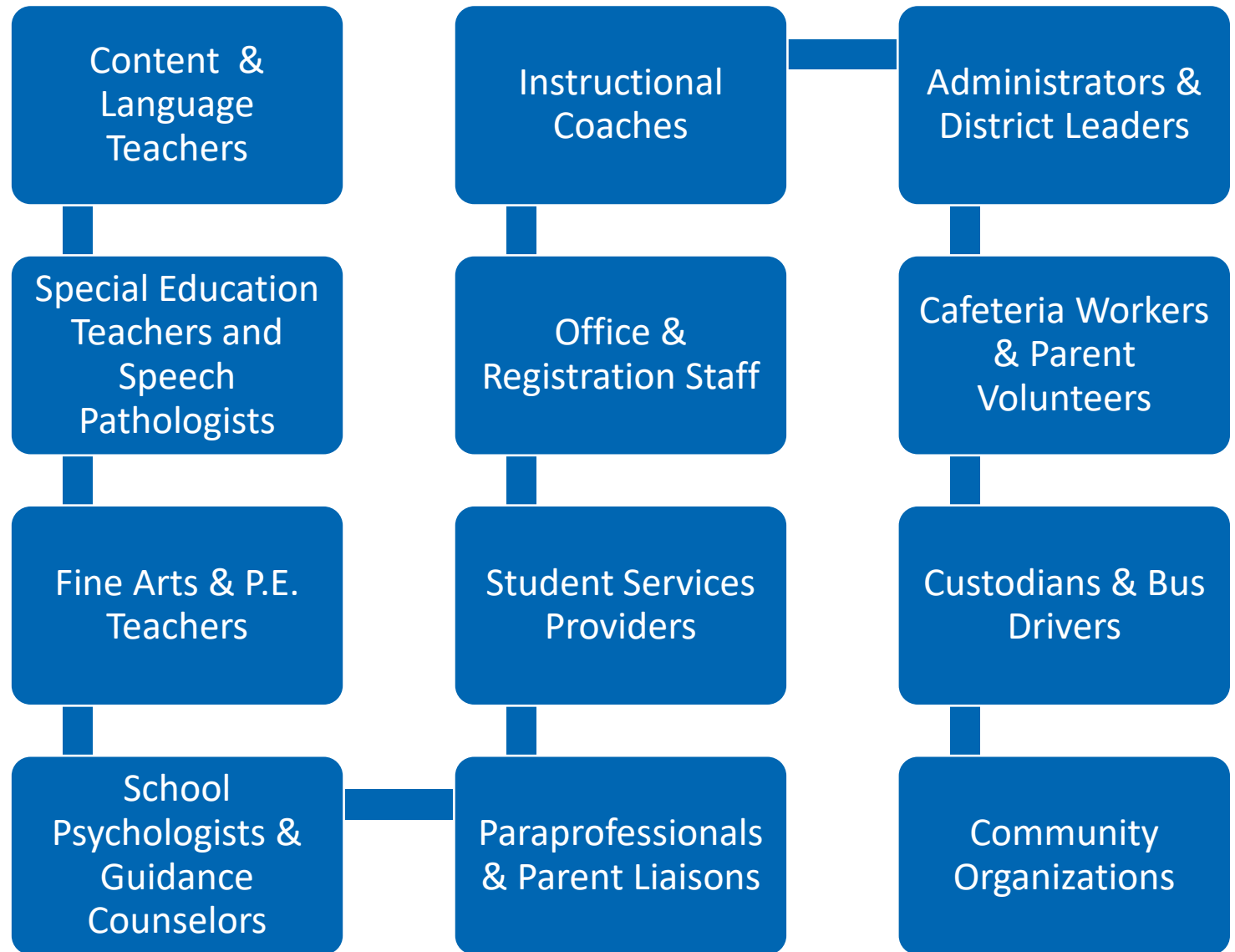
Never EL - English-only student

SLIFE/SIFE – Students with limited/interrupted formal education (LEA defined; no state data.)

ELP – English Language Proficiency

Shared Responsibility

The mindset that all stakeholders who have an impact on the lives and schooling experiences of English learners (ELs) consider themselves accountable for ensuring EL success in and outside of school.



Handout Reference #2

Using a SWOT Analysis to Reflect on our LEA's Shared Responsibility for EL Education

Internal

Strengths –

How are we currently sharing responsibility for ELs?

Weaknesses –

What could we encourage stakeholders to assume responsibility for ELs and their families?

Opportunities –

What external stakeholders could provide opportunities for sharing responsibility for ELs?

Threats –

What external factors might threaten stakeholders' mindset to assume responsibility for ELs?

External

Where are we in the process toward collaborating with a shared-responsibility mindset?

Reflect

Reflecting on personal beliefs, ways of educating, and expectations about language and working with ELs.

Inform

Consulting with educators and external stakeholders who have knowledge of research-based practices for working with ELs and their families and becoming informed of their unique needs.

Involve

Identifying opportunities to co-create policy, practice, training, and resources that have an impact on high quality instruction for ELs.

Collaborate

Assuming responsibility to incorporate strategies that develop English language proficiency in all ELs, regardless of role in system.

Handout Reference #1

Poll #1

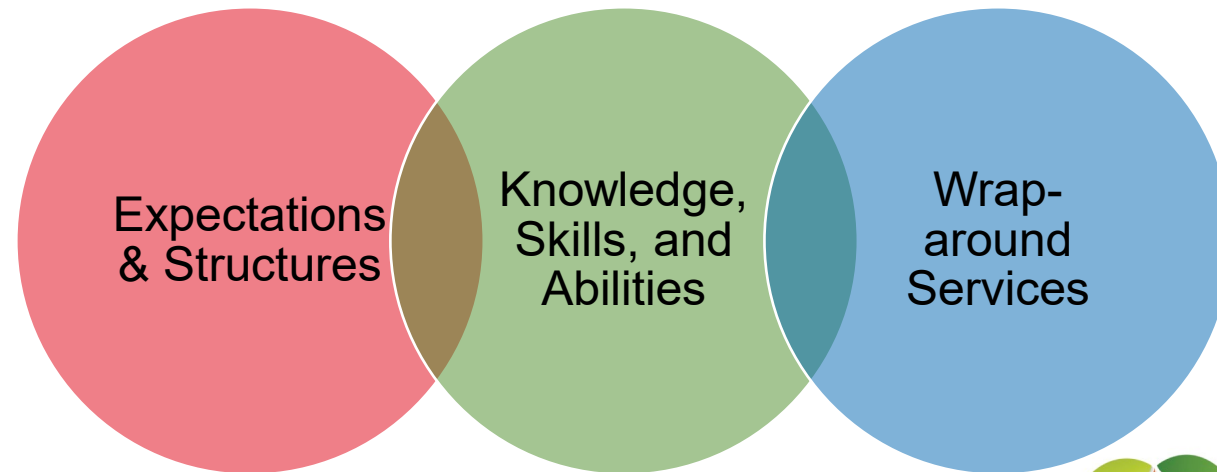
Where is your LEA in the process toward sharing responsibility for ELs?

- A. Reflecting
- B. Informing
- C. Involving
- D. Collaborating



Strategies Promoting Shared Responsibility for High Quality Education of English Learners

Sample ideas from which to choose!

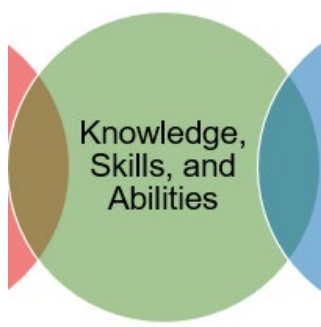


Handout Reference #4

Expectations and Structures

1. Set clear and ambitious expectations for EL instruction across all learning environments
2. Create structures for cross-departmental collaboration that integrate the needs of ELs into instructional planning:
 - Identify and address barriers to collaboration (funding, capacity, location, lack of information, etc.)
 - Support teachers' collaborative practices: Master schedule – virtual & F2F
 - Establish routines & protocols that support collaboration
 - Provide discussion protocols during faculty meetings that engage general and ESOL teachers in conversations about supporting EL students' language and content learning
 - Highlight EL data in conversations about needs and root causes.
 - Monitor implementation of evidence-based EL instructional practices - Look-fors of effective teaching for ELs (Danielson Framework, 2013)

Knowledge, Skills, and Abilities



3. Provide professional learning opportunities focused on ensuring all educators with instructional and support roles in serving ELs are prepared to work effectively with them.
 - Raise awareness of the variety of home languages and countries represented in schools.
 - Encourage all teachers to be experts in the pedagogy necessary to teach ELs, including knowledge of the stages in learning a second language and content knowledge simultaneously.
 - Support content and language teachers' collaboration in action.
 - Encourage the analysis of English language proficiency data along with content data (ELP assessment literacy).

“One Gainesville”

Inspire, nurture, challenge, and prepare all students to be successful in 21st century global society.



- Largest percentage of ELs in GA
 - **30%** of all students are currently in the ESOL program - 60% have been at one time
 - 30 different language groups represented
 - Majority US born – Foreign born primarily from Central American triangle: Guatemala, Honduras, El Salvador
 - Many with limited or interrupted formal education (SLIFE/SIFE)
- All program personnel share responsibility for providing ELs and their families ways to engage successfully in school
 - Challenge: Sharing responsibility for engaging EL families
 - Challenge: Each school has unique EL populations
- Discipline and academic data analyzed through opportunity to learn for ELs lens
- **Superintendent’s goal** – 90% staff & admin ESOL-endorsed within 3 years!
 - 50% by the end of 2021-2022

Michelle Cantrell, ESOL Coordinator,
Gainesville City Schools



Wrap-around Services

4. Leverage guidance departments and related staff
 - Address general well-being and whole child supports
 - Expand counseling supports to address EL student and family needs
 - Identify barriers for EL students and their families to access support
5. Identify and support home-school liaisons
 - Allocate funding to create bilingual home-school liaison positions
 - Provide capacity-building opportunities for liaisons



6. Family & Community

- Engage families and communities as partners
 - Communication policy, plan, and practices
 - Survey families for their preferred language and mode of communication
 - Identify relevant language-translation services
 - Expand language services for families
 - Collaborate to create and share materials in EL families' home languages

Family & Community Cont.

Wrap-around
Services



- Conduct ongoing community outreach
 - Form partnerships with community-based or faith-based organizations
 - Seek advice on relevant community issues
 - Develop collaborative solutions
 - Invite to present information about relevant resources
 - Partner to produce translations or offer homework guidance and educational supports

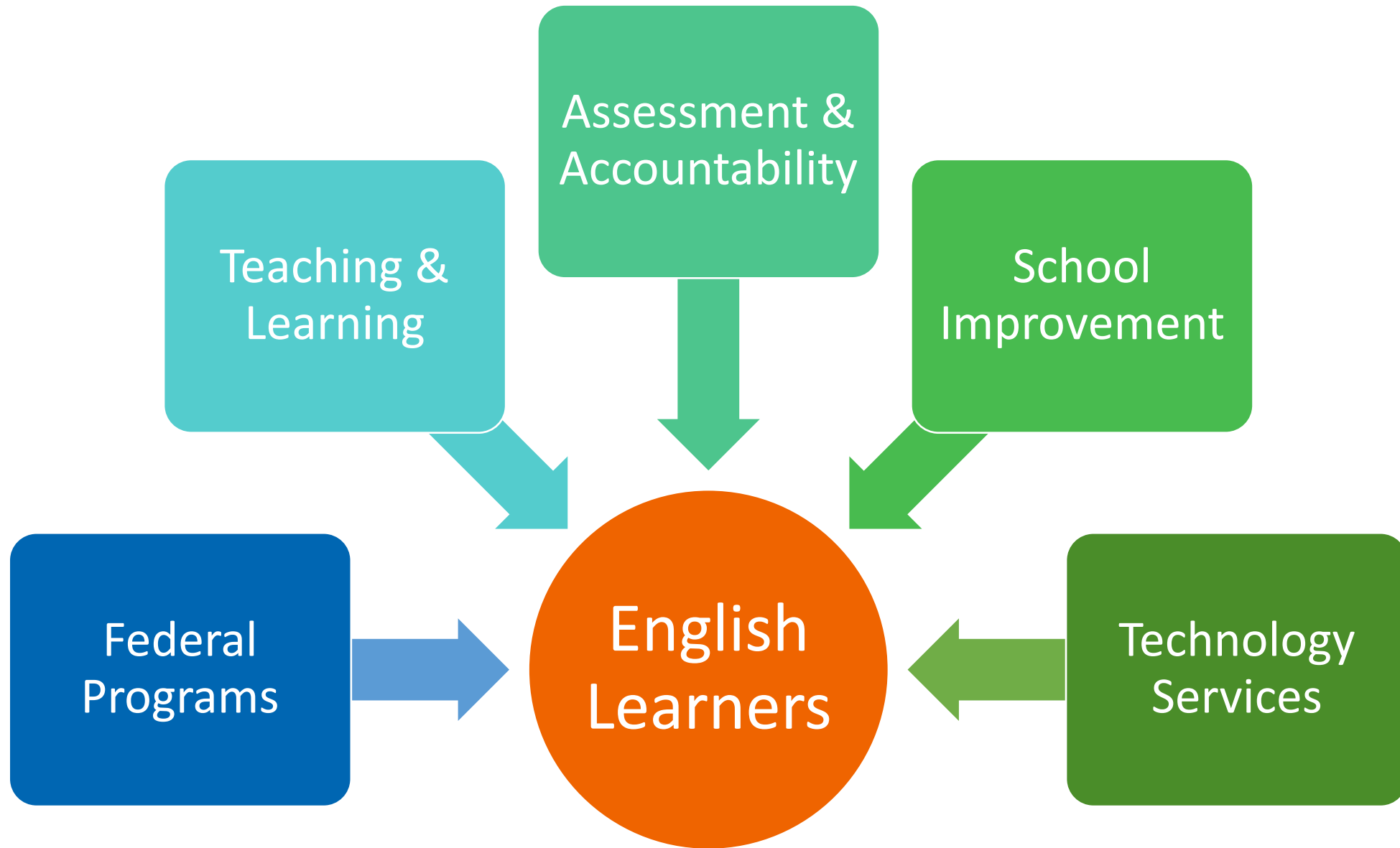


Modeling Shared Responsibility

GaDOE's Supportive Learning Environment in Action



Offering a holistic education to **each and every child** in our state.



Federal Programs

Title I, Part A

Family-School Partnership

Migratory Education

Title II, Part A

Title III, Part A

Special Education Services & Support

GA's Multi-tiered System of Supports

Teaching & Learning

English Language Arts

Mathematics

Science

Social Studies

World Languages/
Dual Language Immersion

Gifted Education

Early Intervention Program

Assessment & Accountability

ACCESS for ELLs Assessment

English Proficiency Accountability

Content Proficiency Accountability & Graduation Rates

School Improvement

GA Systems of Continuous Improvement

Targeted and Comprehensive School Support

Events & Conferences

Technology Services

Data Collections

Virtual Learning

Knowledge and Resource Management

GaDOE's Supportive Learning Environment for School Systems

1. Collaborative **technical assistance**
2. Collaborative **professional learning**
3. Collaborative **webpages & guidance**
4. Collaborative **resources**
5. Collaborative **partnerships & services**



1. Collaborative Technical Assistance

Open Office
Hours

Individual
Meetings with
LEA personnel

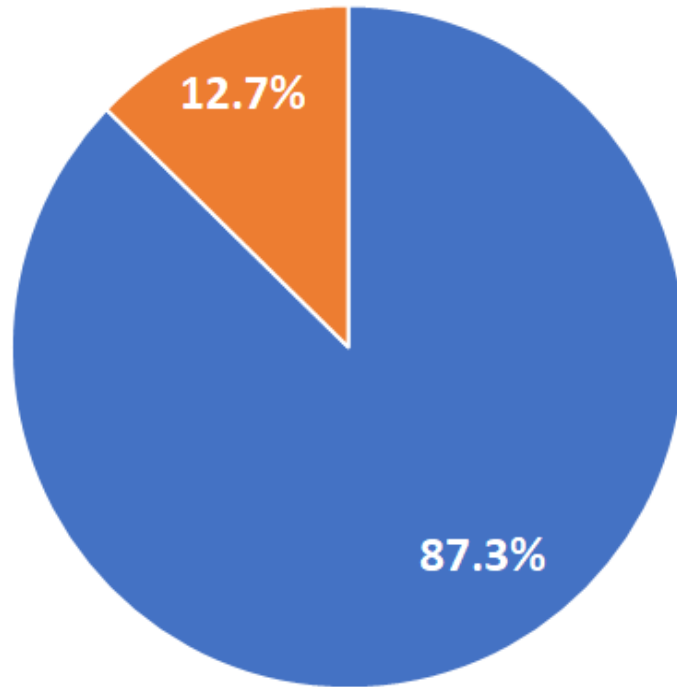
Conference Calls

Collaborative
Email Responses

Collaborative
Webinars

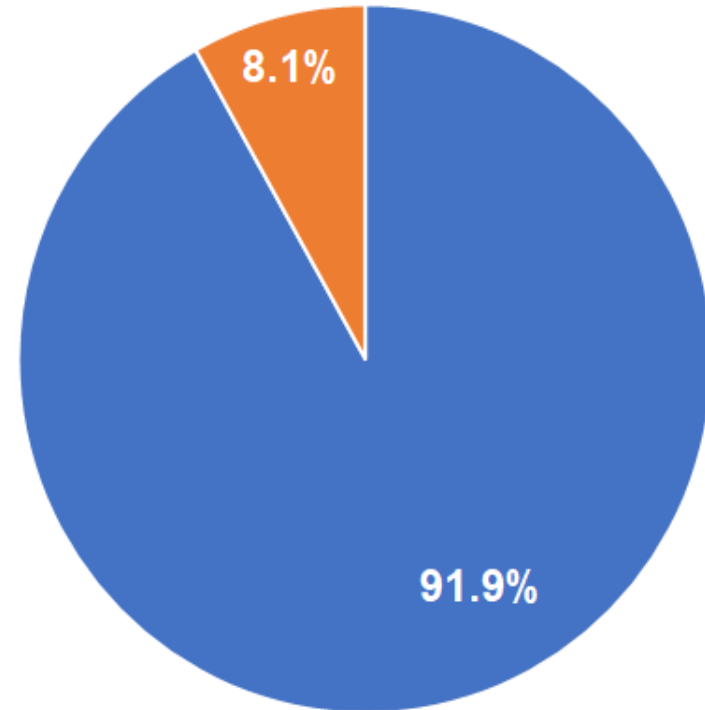
FY20: EL and SWD Populations in GA

Percent of SWD to All Students 3-21



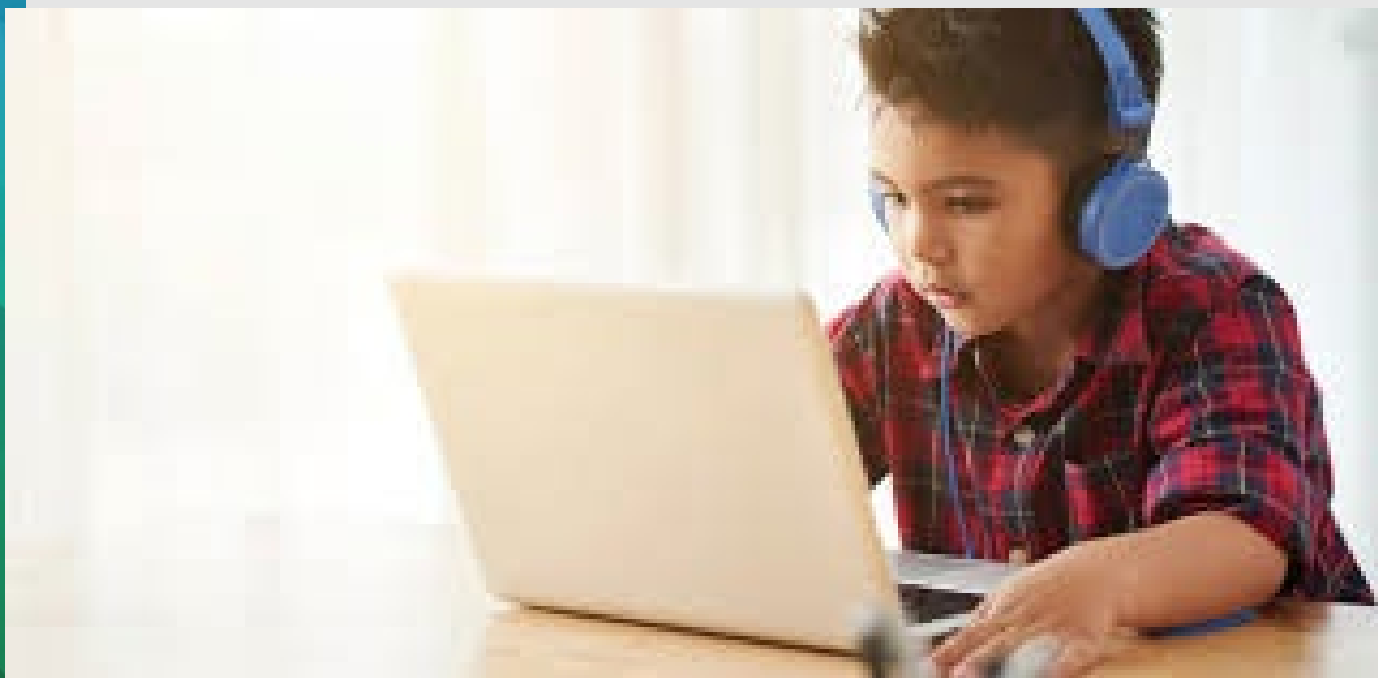
■ All Students ■ SWD

Percent EL/SWD to ALL SWD 6-21



■ SWD not EL ■ SWD EL

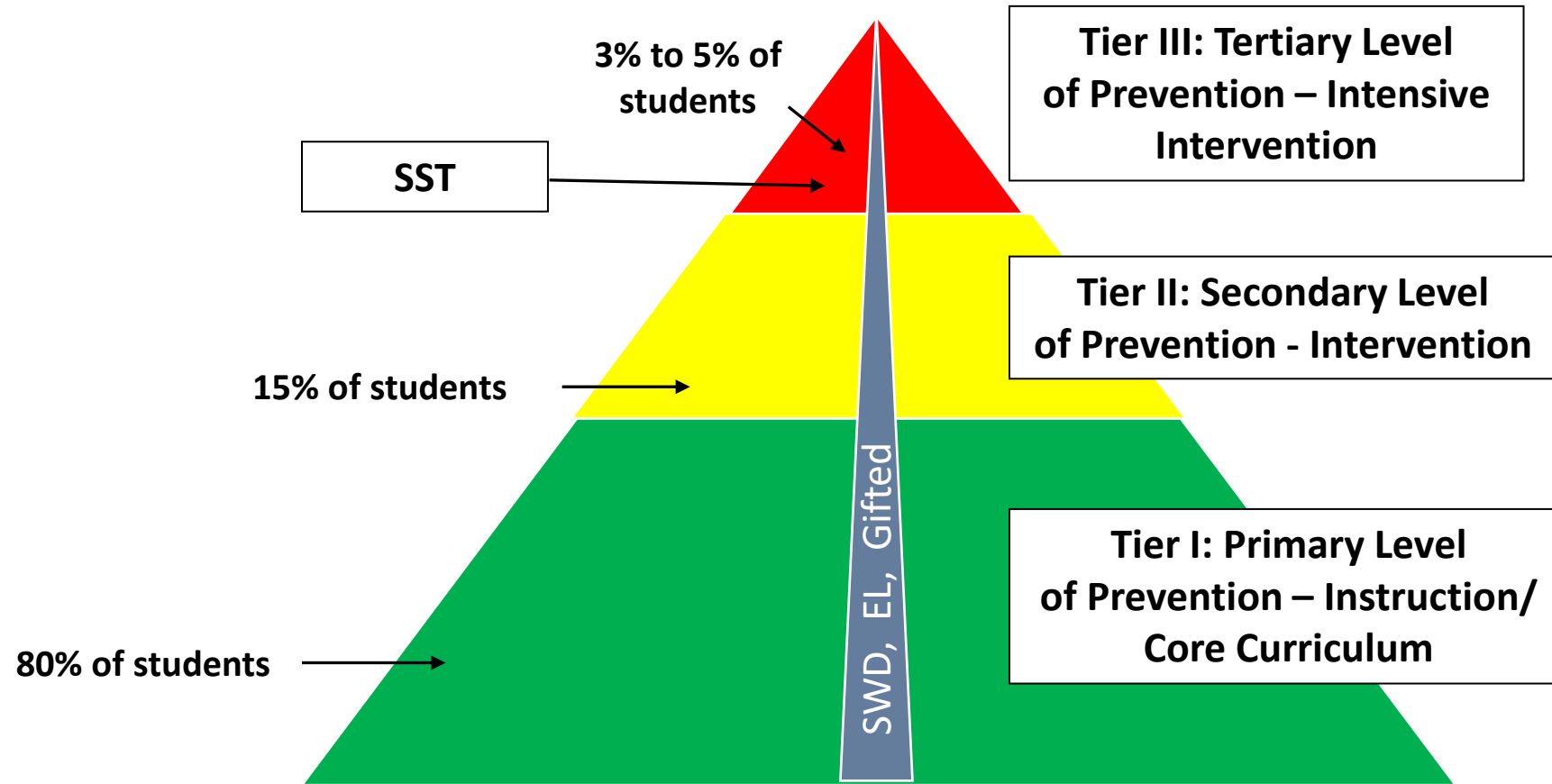
ELs in Special Education Services & Supports



Assistive Technology (AT) Partnership:

- TextHelp Software for dually identified students
 - Has robust capabilities to translate into numerous languages providing scaffolding that is essential for academic language acquisition.
 - Additionally, Read&Write can read text to the student in English or many other languages as well to support writing through speech to text.
- There is no cost for the Local Education Agency (LEA).

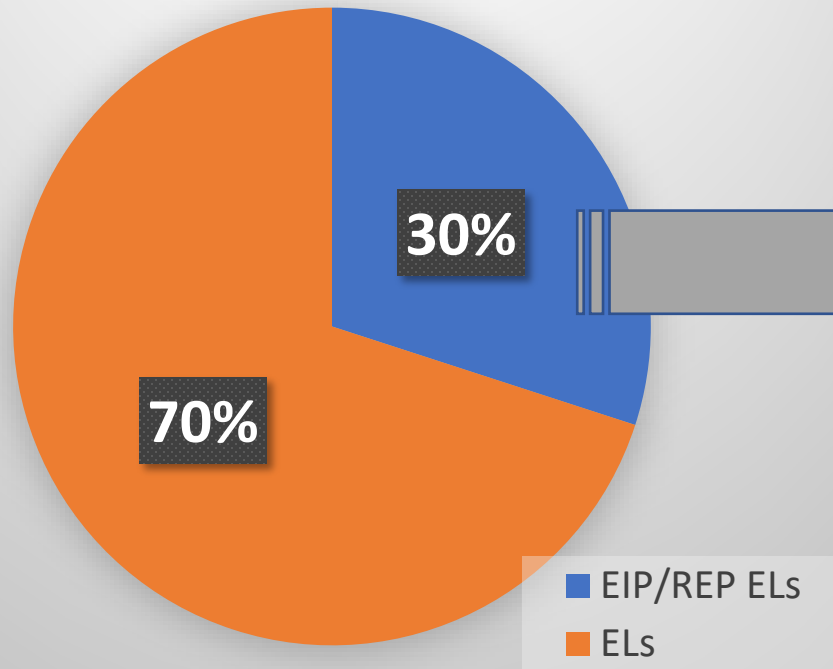
ELs in GA's Multi-Level Prevention System



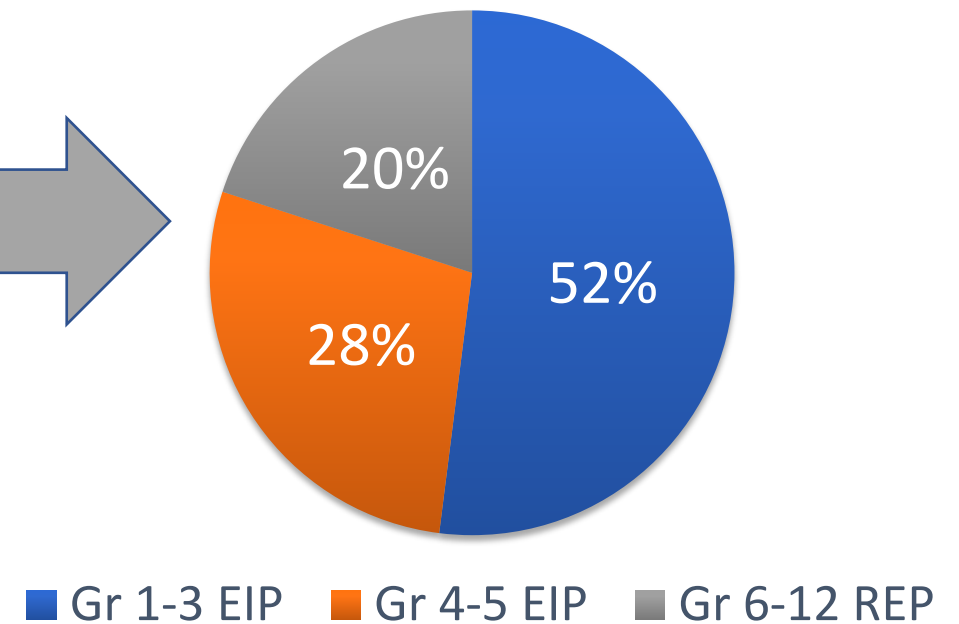
Students receive services at all levels, depending on need.

ELs in the Early Intervention Program (EIP) and Remedial Education Program (REP)

Percentage of ELs in EIP or REP Student Record 2020



Percent of ELs in EIP/REP by Grade Level Student Record 2020



2. Collaborative Professional Learning

Cross-Divisional Events and Conferences

Program Specific Events and Conferences

Conferences with Institutes of Higher Education and External Stakeholders

Program Specific Conferences

ELA

LITERACY & THE WHOLE CHILD

STRANDS: Disciplinary Literacy, Reading, & Engagement

JULY 27: BIRTH-AGE 5
JULY 28: K-5
July 29: 6-12

CUSTOMIZABLE FEATURES

No one knows better than you what kind of professional learning experience is best. Our hope is that this virtual conference will kick off your new school year by invigorating you and providing you with space to explore and learn at your own pace and toward your own goals. Here is what you can look forward to as you design your own conference experience:

- Pre-recorded sessions for exploration before, during, and after the conference
- Live sessions for interacting with presenters in formal presentations and casual conversations
- Leader lightning talks
- Gamification
- Student spotlights
- Badging opportunities
- National practitioner authors
- Support materials
- Georgia authors
- Extension and facilitation guides

Two Embedded Institutes:

Media Specialists
-GA media specialists

ESOL
-UGA CLASE
-GA State University
-GA Southern University

Are you a school or district leader?





Work with us to incorporate all or part of the conference in your pre-planning activities!

Register Today!

-Use [this flyer](#) to join GaDOE Community (<http://bit.ly/GaDOEcommunity>)

-Next, join the **2021 Summer Literacy Conference Group**.

-Watch [this video](#) for registration steps.

Mathematics

GEORGIA MATH CON



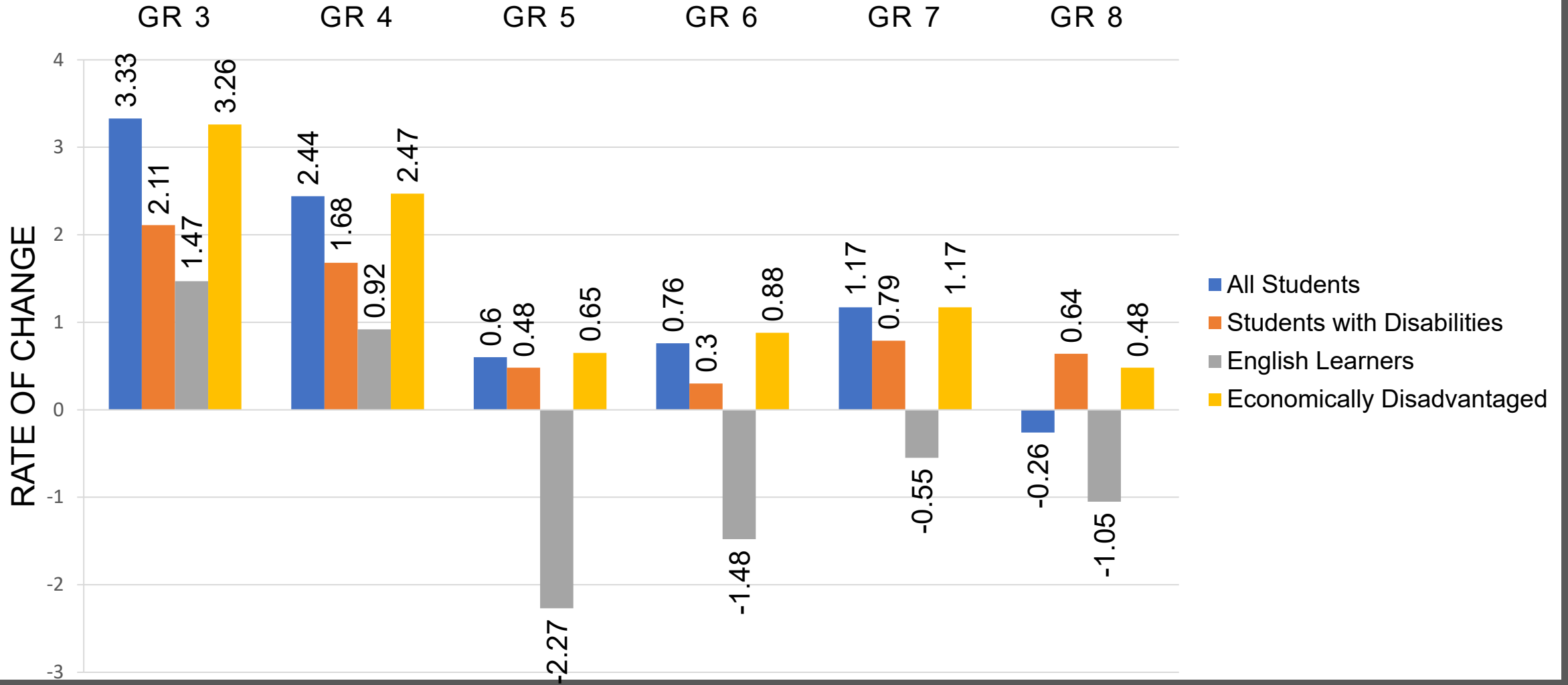
2021

LEADERS: June 8 – 9, 2021

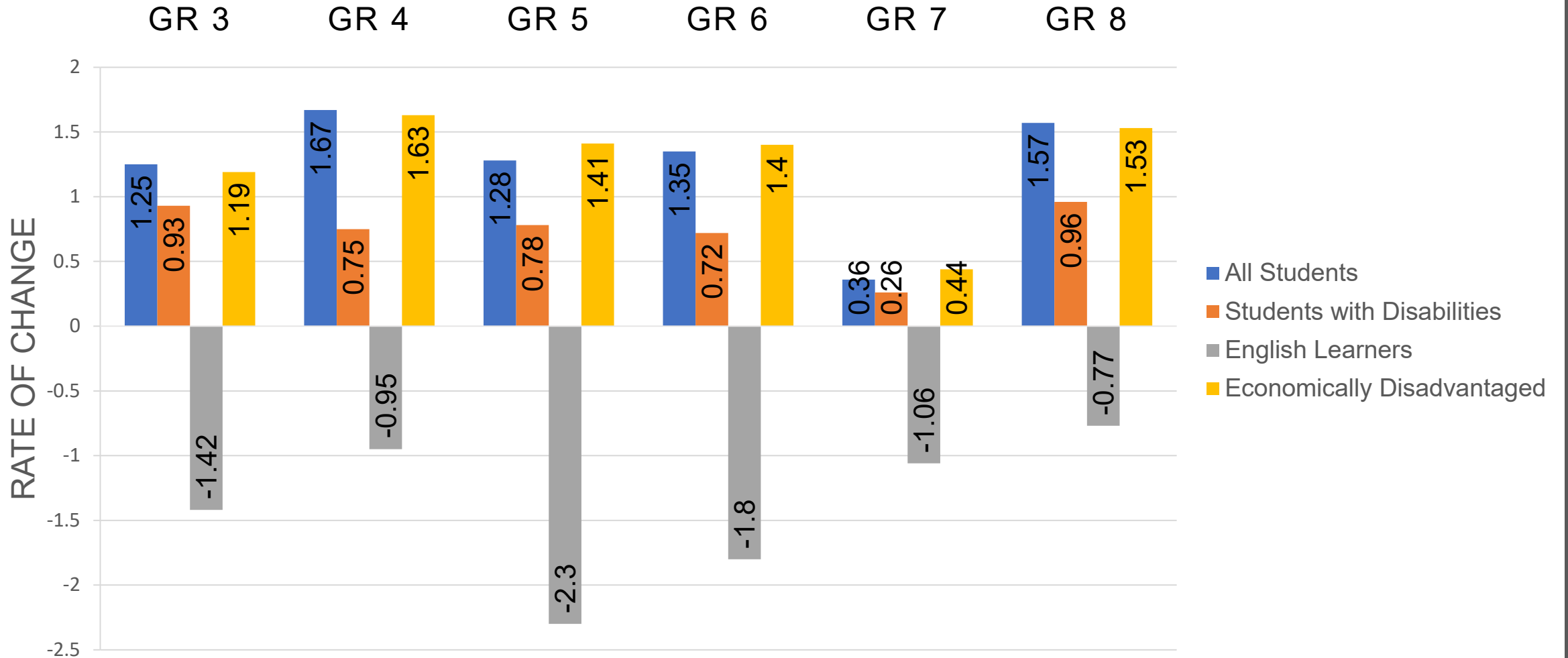
TEACHERS: July 19 – 22, 2021

www.gadoe.org/mathcon

RATE OF CHANGE IN PERCENTAGE OF STUDENTS PERFORMING AT OR ABOVE PROFICIENCY LEVEL ON THE ENGLISH LANGUAGE ARTS END OF GRADE TESTS (2015-2019)



RATE OF CHANGE IN PERCENTAGE OF STUDENTS PERFORMING AT OR ABOVE PROFICIENCY LEVEL ON THE MATHEMATICS END OF GRADE TESTS (2015-2019)



Notice & Wonder!

(See data in handout.)

- What do you notice?
- What do you wonder?
- Please type it in the Q & A Chat Box.



Isa Sánchez – Mathematics/ESOL Specialist



- 8+ yrs. professional educator
- Dekalb County Schools' Mathematics high school teacher
- Cross Keys H.S. department chair & teacher leader
- Curriculum Writing Committee & GSE mathematics standards review teacher working committee
- Passion lies in his indefatigable drive to support educational excellence and high academic achievement for English Language (EL) learners.
- Former EL and committed to serving and promoting excellence and high academic achievement for Georgia's EL student population.

Asha Jassani – ELA/ESOL Specialist



- M.Ed. Education Policy and Management, Harvard Graduate School of Education
- Teaching Assistant in Fellowship at Harvard Graduate School of Education
- Varied K-12 and higher ed. teaching experiences across content areas – passion lies in primary and secondary education
- SPED and ESOL teacher experience, including coach and mentor to first-year educators
- Former EL – elated to be a part of the GaDOE community and its commitment to serving language learners and their school communities

Content/ESOL Specialists Focused on ELs

- Communicate needs of ELs across the state
- Contribute EL lens to all content resources developed
- Create resources to promote family engagement and involvement
- Develop and foster effective relationships with LEAs and other stakeholders
- Increase teacher understanding of how to teach GSE using WIDA ELD Standards framework
- Plan, coordinate, evaluate and monitor EL-focused professional learning opportunities
- Review, develop and update formative language assessment tools to concurrently assess language development and grade-level standard comprehension

3. Collaborative Guidance on GaDOE Webpages

- [ACCESS for ELLs](#) and [Alternate ACCESS](#) (Assessment)
- [English learners with disabilities](#) (EL/SWD)
- [ESOL Language Program](#) (Federal Programs)
- [English Learner Programs](#)
- [Georgia Standards](#) (Teaching & Learning)
- [Parents of English Learners](#) (Family School Partnership)
- [Reporting ESOL Delivery Models](#) (Data Collections)

GaDOE Family Engagement Collaborative

Building School Staff Capacity to Partner with All Parents



GaDOE Family Engagement Collaborative –

Family School Partnership (FSP), Title III, Migrant Education Program (MEP), Homeless, Parent Mentor Program, Multi-tiered System of Supports (MTSS), Whole Child Support, School Nutrition...

The overarching goal of the Family-School Partnership Program is to increase student achievement by engaging and empowering **[ALL]** parents to become actively involved in their children's education across all grade levels.



4. Collaborative Resources

- **Communication Flowcharts & Forms**
 - [Communication with Parents Flow Chart](#)
 - [ESOL Form Bank](#) (14 languages)
 - [Title I Parent Notifications](#) (14 languages)
- **Cross-divisional Toolkits**
 - *Addendum High School Graduation Toolkit: English Learners* (coming soon)
 - *EL Data Process Guide* – [ESOL Directors' Munch & Learn](#), June 2021
 - *Learner Variability in Mathematics Toolkit* (coming soon)
- **MTSS EL Video** (coming soon)
- **Parent Tips** – [What EL Parents want to Know](#)

Collaborative Resources Cont.

- **SLDS Resources & Tools**
 - Crosswalk WIDA Resources
 - EL Screener Application
 - ACCESS SGPs (Coming soon)
- **Spanish Translations of Parent Resources**
 - [A Family Guide to Understanding MTSS](#)
 - [ESSA Alternative FAQs for Families](#)
 - [GA Milestones Parent Guide](#) (coming soon)
 - [Getting Ready for Kindergarten, Gr. 1, Gr. 2, and Gr. 3](#)
 - [Lexile Parent Resources](#)
 - [Mathematics and ELA Tips for Parents](#)
 - [Parents' Guide to CCRPI](#)
 - Special Education: [Parent Survey in Spanish](#)

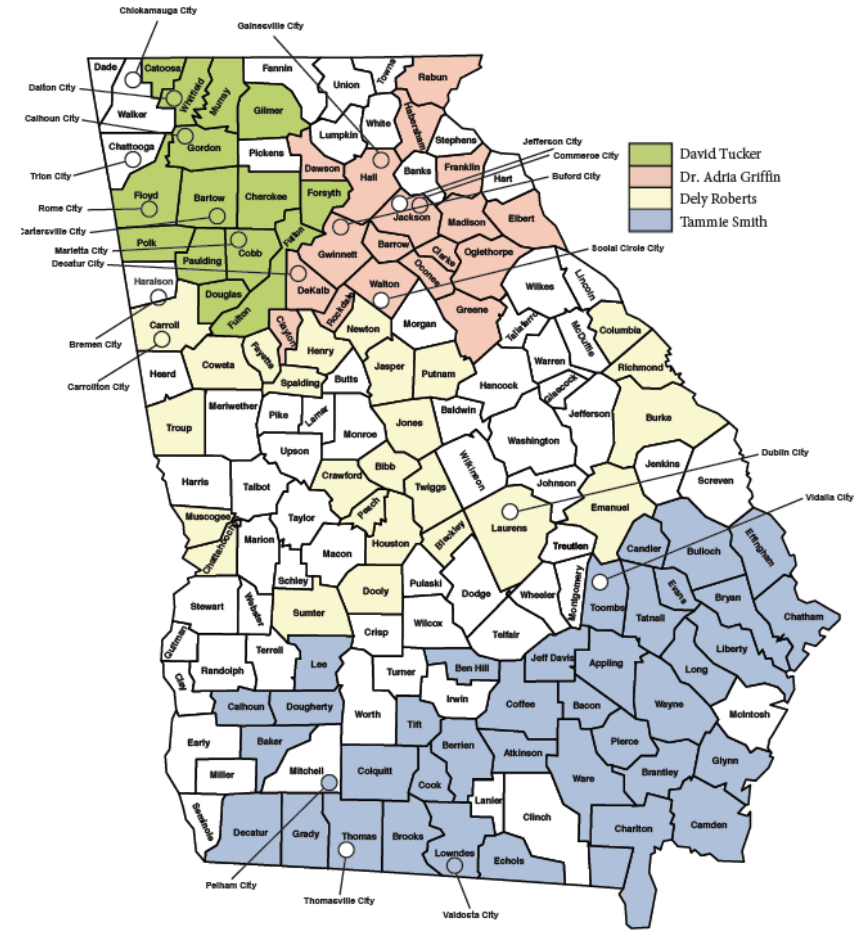
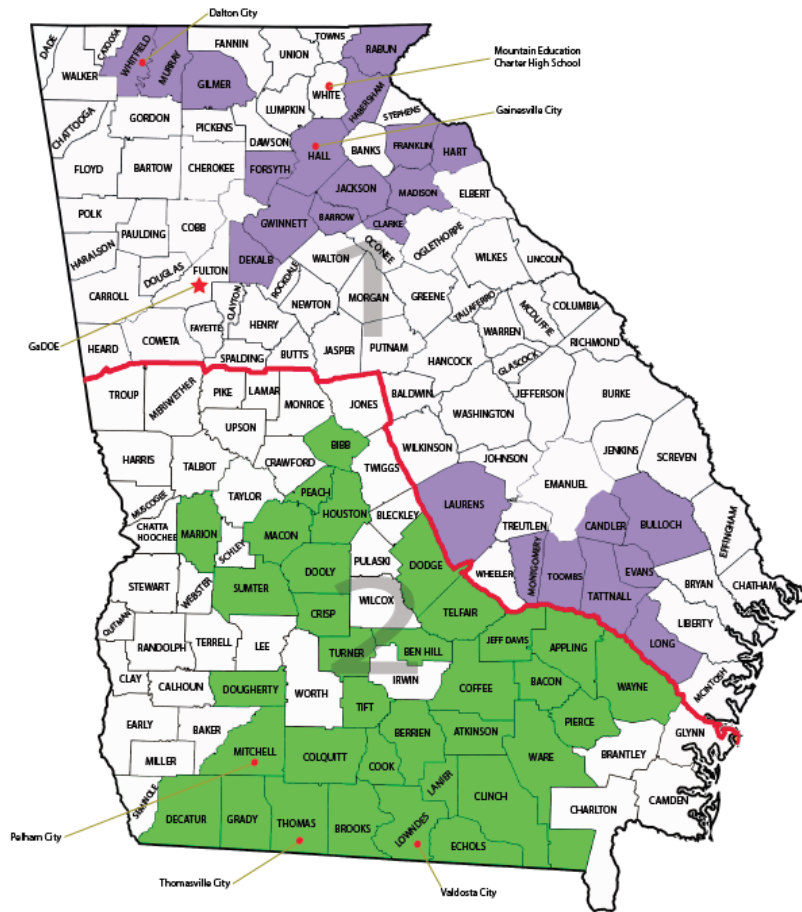


5. Collaborative Partnerships & Services

Georgia Migrant Education Program 2020-2021 Service Areas



Title III
Regional Service Areas FY20



Examples from Migrant Education Program (MEP)

LEA Examples

- Coordination with homeless program
- ESOL / Migrant Summer Schools
- Migrant ELs served by Student Services Providers



External Partnerships

- Boys & Girls Club
- College Assistance Migrant Program (CAMP)
- High School Equivalency Programs (HEP)
- GA colleges and universities
- Public Library collaboratives
- Technical colleges
- Telamon — events and conferences for migrant families

Free Response in Question Box



- What are some other ways your school system is already sharing responsibility for ELs, **or** where you've seen another school system enacting shared responsibility for ELs?



Funding Streams

Addressing time & resource barriers
using blended/braided funding
sources

State Funding Sources

- Per pupil basic funding
- ESOL program QBE
- Integrated whole-child funding

Federal Funding Sources

- Title I, Part A - Disadvantaged
- Title I, Part A – CSI/TSI
- Title I, Part C - Migrant ELs
- Title II, Part A - Teacher Development
- Title III, Part A - ELs
- Title IV, Part A – Enrichment
- Title V – Rural school support
- IDEA
- Workforce Innovation & Opportunity Act (WIOA)
- Title II - Adult Education & Family Literacy Act
- HHS – Refugee School Impact Grant

Reference #6

ESSER Grants (CARES, CRRSA, ARP)

- Address learning loss/unfinished learning
- Augment communication with EL families

Reference #8

Policy Levers

- Total amount of funding
- Rules for distribution
- Decision-making authority
- Available data
- Pedagogical and education policy trends at state and local level
 - Budgeting for increased opportunities to access educational services
 - Budgeting for whole-child initiatives
 - Budgeting for unfinished learning/learning loss

If EL students are not at the decision-making table, at least let's put them on the menu!


Reference #6

Examples of how other States are using ESSR Funds to Share Responsibility for ELs

- Coordinating programs to provide ELs the opportunity to access grade level programs and advanced programs.
- Establishing a state learning acceleration collaborative to include ELs.
- Purchasing and providing technology for ELs and their families.
- Providing mental health services and supports to immigrant students.
- Providing transportation to EL parents to school activities and thus maintaining the operation of and continuity of services to them.

Holbrook, D. EL Collaborative: *Using ESSER Funds to Support ELs*. Presentation on June 14, 2021, from the National Association of English Learner Program Administrators

Poll: Self-reflection on Session Goals

- A. I know where we are now. 
- B. I've got a strategy in mind! *#goals*
- C. I know the benefits of GaDOE's model.
- D. I've identified funding streams. YAY!
- E. All the above! **100**



Guiding Questions for Next Steps (See handout.)

- **What ideas connect to your current work?**
 - How could you make your work with ELs more collaborative among all stakeholders?
- **What does shared responsibility for ELs look like in your school system?**
 - How do you want it to look?
- **What ideas for sharing responsibility for ELs would you like to build on?**
 - How could these be incorporated in your school system?
- **What resources would you need to help you move towards a more collaborative approach for ELs?**
 - How could these be funded?





Session Feedback

Thank you for attending our session!

- Please take a moment to provide your feedback on the pop-up survey at the close of the session.
- A link to the survey will also be included in your follow-up email, along with a certificate of attendance and the session recording.

Share your conference highlights now!

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EL Language Programs HelpDesk
ELPrograms@doe.k12.ga.us
678-794-3695



**EDUCATING
GEORGIA'S FUTURE**

