B.E.L.I.E.F.
Blueprints for Effective Leadership and Instruction for our English Learners’ Future
Where can we find the B.E.L.I.E.F. Modules?

http://ccsesa.org/committees/cisc/cisc-public-resources/
What Makes B.E.L.I.E.F. unique?

• Intended audience
• Approach
• Scope
• Needs of CA schools
• Customization & differentiation
• Transfer of practice
Session Essential Questions

- What’s new in B.E.L.I.E.F.?
- How might the B.E.L.I.E.F. modules help facilitate leadership around a comprehensive ELD program?
Session Outcomes

Participants will:

• Explore new B.E.L.I.E.F. Module 6 content
• Gain an understanding of how B.E.L.I.E.F. might be used to lead a comprehensive ELD program
• Experience professional learning that can be transferred to your staffroom and the classroom
EL Roadmap

The Vision:

English learners fully and meaningfully access and participate in a 21st century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.

https://www.cde.ca.gov/sp/el/rm/roadmapinfosheet.asp
CA EL Roadmap: Four Principles

1. Assets-Oriented and Needs-Responsive Schools
2. Intellectual Quality of Instruction and Meaningful Access
3. System Conditions that Support Effectiveness
4. Alignment and Articulation Within and Across Systems
Blueprints for Effective Leadership and Instruction for our English Learners’ Futures

1. Integrated & Designated ELD
2. Systems for EL Programs
3. What ELD Looks & Sounds Like
4. Monitoring EL Progress
5. Continuous Refinement of EL Programs
6. Meeting Diverse Needs
CA EL Roadmap Policy

“The diversity of the EL population (e.g., newcomers, long-term English learners, students with interrupted formal education, students with disabilities, gifted and talented students, and the expected continuous exiting of students from the EL category) necessitates pedagogy and educational support services that are differentiated and responsive.”

https://www.cde.ca.gov/sp/el/rm/elroadmappolicy.as
Module 6: Personalizing the Program
How do we meet the diverse needs of English learners?
You Are Here

- Module 0: Laying the Foundation
- Module 1: Framing the Context for Instruction
- Module 2: Building up the Frame
- Module 3: Constructing Instruction
- Module 4: Inspecting the Program
- Module 5: Walkthrough and Finishes
- Module 6: Personalizing the Program
Module 6 Essential Questions

- How do we meet the diverse needs of English learners?
- How might we design a learning environment that works for every English learner?
Module 6 Session Outcomes

Participants will:

▪ review site/district data to plan for the needs of various English learner student groups.

▪ describe how their system is setup to support and respond to different English learner groups.

▪ discuss W.H.A.T. we can do to address the needs of Newcomers, Long-term English learners, and English learners with disabilities.
How are we differentiating to address the distinct needs of subsets of English learners?

- Inquiry Topics -

Newcomers

Long-term English learners

EL students with disabilities (Fall 2018)

Other EL student groups
Meeting the Needs of Newcomer Students
Section Question #1
Who are newcomer English Learners?

- Discussion: Defining “Newcomers”
- Immigration Status
- Educational Background
- Activity: Data Analysis
- Activity: “See Me”

Section Question #2
What are the unique needs of newcomer English Learners?

- Activity: Common Misconceptions
- Discussion: Range of Needs
Section Question #3

How do we respond effectively to the unique needs of newcomer English Learners?

Includes:

▪ Activities
▪ Inspiring Practices
▪ Videos & Discussions
▪ Program Evaluation Tool
▪ Planning Guidance

Designing Effective Programs for English Learners

W.H.A.T. to do:
W – Welcome them
H – Harness resources
A – Assess assets & needs
T – Teach them
Newcomer Program Evaluation Tool

- This tool provides sample practices of effective, comprehensive newcomer programs.
- The practices are organized by the W.H.A.T. to do features (Welcome, Harness resources, Assess, and Teach).
Tool Review

Skim the Newcomer Program Evaluation:

1. What new ideas or insights does the tool trigger?
2. How might you use this tool to support your program development?
3. What questions does it raise?
Time to Share

Back-to-Back

Front-to-Front
For the EL student scenario card provided, work as a team to list resources to “harness” to support the student.

Consider a range of resources:
- Systems/Programs/Processes
- Time/Scheduling
- Fiscal
- Human

### Activity: “Support Me”

<table>
<thead>
<tr>
<th>Scenario A: Mario</th>
<th>Scenario B: Mariam</th>
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<tbody>
<tr>
<td>Mario immigrated to the United States with his family two years ago from central Mexico. Now in the 9th grade, Mario is frequently suspended for fighting and has lately started to skip school. Mario’s science teacher reached out to him in an effort to find out why he is having such a difficult time socially in school. Mario explained he is feeling very unhappy and that he is worried about his mother, who is frightened to go out on her own, because she speaks neither Spanish nor English; she speaks Nahuatl, an indigenous language of Mexico. Mario says that while he thinks his mother needs to get out more and socialize, he understands her hesitation. He adds, “I feel the same way at school. How can I make friends when no one is like me?”</td>
<td>Mariam is the daughter of an Iranian diplomat. She and her two brothers attend the same high school for newcomers, and she has been placed in the 10th. Mariam was educated in international schools previously, but has moved around as frequently as her father’s post has changed. She wears a head scarf, and she has occasionally been yelled at in public by strangers. Unlike her brothers, she is required to go straight home after school. Other students are impressed by her academic abilities, but they also make fun of her by calling her “smartphone.” Because she is expected to apply to competitive colleges, Mariam is very concerned about her academic performance and considers a score of “95 percent” a failure. She and her brothers compete when it comes to test scores.</td>
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<th>Scenario C: Ariette</th>
<th>Scenario D: Ming</th>
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<td>Ariette is an 11-year-old newcomer from Kenya. However, Ariette is not originally from Kenya; her family is from Somalia. For the past two years, Ariette has lived with her family in a series of refugee camps along the Kenyan border with Somalia; the camp also had refugees from Ethiopia and South Sudan. Ariette had some schooling in the refugee camps, but often the grades were mixed, and the schools were temporary structures, without electricity or water. Ariette learned many jump rope songs in Swahili, which she loves to sing at recess in her new school. In class, however, Ariette never speaks, and she usually sits with her head down.</td>
<td>Ming is an 11th grader in a diverse urban school. He attended a local school in China before immigrating with his family to the United States a few months ago. Ming excelled academically in China, but he is finding it difficult to keep up with his classes in his new school because he is struggling with English. He knows that in a few months, his classmates will be taking the SAT and the ACT, and several of his new friends are discussing the colleges they hope to attend. Many students are driving to school, dating or going to parties and volunteering in the community. Ming feels left behind and confused.</td>
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## Reflection

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<th>Outcomes</th>
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<th>Thoughts/Reflection</th>
<th>How will I use this new learning with my staff?</th>
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Meeting the Needs of Long-term English Learners (LTELs)
Long-term English Learners

Section Questions
- What are the characteristics of Long Term English Learners?
- What factors contribute to students becoming LTELEs?
- What are the unique needs of LTELEs and how can we address those needs?

Section Outcomes
Participants will:
- Define “Long Term English Learners” and describe their characteristics.
- Consider factors that may contribute to LTELE status.
- Identify the unique needs of LTELEs and explore effective methods of meeting those needs.
Form groups of three and number off 1-3
Read the typology that corresponds to your number
Share typologies and discuss commonalities and differences
Who Are Our LTELs?

- Have distinct language issues
- Often want to attend college despite gaps in academic preparation
- Develop habits of non-engagement, passivity and invisibility in school
- Sometimes discouraged and tuned-out; at risk of dropping out
Definition: Long-term English learner

1. Enrolled in grades 6 to 12
2. Enrolled in a U.S. school for six or more years
3. Remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level
4. For students in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA.

Also note: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL; and (2) the assessment component of LTEL determination for students in grades 10 – 12, inclusive, is based solely on the CELDT criteria outlined above.

See Ed.Code 313.1
“English learner at risk of becoming a long-term English learner” means an English learner who is enrolled in any of grades 5-11, inclusive, in schools in the United States for four years, scores at the intermediate level or below on the English language development test identified or developed pursuant to Section 60810, or any successor test, and scores in the fourth year at the below basic or far below basic level on the English language arts standards-based achievement test administered to section 60640, or any successor test.”

CA ELA/ELD Framework
Rally Robin Debrief

Consider all you’ve learned or re-learned about Long-term English learners, then:

- Join a discussion partner.

- Partner A & B take turns sharing a word or short phrase that reflect the characteristics of Long-term English learners
7 Principles for Meeting the Needs of LTELEs

1. Urgency
2. Distinct Needs
3. Language, literacy, and academics
4. Home language
5. Three Rs: rigor, relevance, and relationships
6. Integration
7. Active engagement

Meeting the Unique Needs of Long Term English Language Learners, Laurie Olsen, published by National Education Association
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<td>Explore new B.E.L.I.E.F. Module 6 content (Long-term English learners)</td>
<td>LTEL Typology Triad</td>
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Q & A
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