Coming In From the Hallway: Putting English Learners First

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Nina “Will” Williams
Think About It

“We should see ESL learners as full members of the school community, who have specific learning needs, rather than as a separate group who must prove themselves linguistically before they can claim their full entitlement.” (Clegg, 1996)

Essential Question:
How does this quote speak to you? How do you see English Learners in your own context being included in schools? What are examples of what you see?
Learning Targets

• Participants will learn why and how language development should be embedded in content instruction, and examine resources that they can use to move toward an integrated approach in their schools.

• Participants will learn about connecting data gathered through ELPA21 annual assessment, as well as ongoing formative assessment using the ELPS to develop instructional plans in classrooms and school buildings.
Power of Book Studies

- The power of book studies and directly connecting your work to the research
Let’s Practice! – Why Embed Language Development?

Select one of the four texts that you wish to read.
As you read, please underline or highlight the following:

- A **word** that – provoked you, intrigued you, or spoke to you
- A **phrase** that – you feel is particularly significant to you
- A **sentence** that – you feel is meaningful and captures the essential idea in the text.
Word – Phrase – Sentence Protocol

Select a time keeper, facilitator, and recorder

- Share your individual responses:
  - A **word** that – provoked you, intrigued you, or spoke to you
  - A **phrase** that – you feel is particularly significant to you
  - A **sentence** that – you feel is meaningful and captures the essential idea in the text.
Word – Phrase – Sentence Protocol Summary

How would you summarize your group’s discussion to create an email tag-line quote?

Create your tag-line using your group’s:

☐ word

☐ phrase

☐ sentence

Sincerely,

ELL Professional
WA School District
360-725-6147

<<<insert your group's word, phrase, sentence here>>>
Let’s Practice – Why Embed Language Development?

- How did this activity help you to articulate your **personal “why”** for the need to change the way English Learners are supported in your context?
- Why might it be important for adults to spend time learning in this way? How might you use an activity like this in your work?
Connecting Data to Create Instructional Plans

- Integration of WA ELPS
- Crosswalked with CCSS/NGSS K-12
  - Literacy
  - Math
  - Social Studies
  - Science

**SAMPLE**

Reading Standards for Informational Text 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<table>
<thead>
<tr>
<th>ELP Standard 1:</th>
<th>An ELL can...</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>use a very limited set of strategies to:</td>
<td>use an emerging set of strategies to:</td>
<td>use a developing set of strategies to:</td>
<td>use an increasing range of strategies to:</td>
<td>use a wide range of strategies to:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>identify a few key words and phrases in oral communications and simple written texts</td>
<td>identify the main topic in oral communications and simple written texts</td>
<td>explain how the theme is supported by specific details</td>
<td>explain how the central ideas/themes are developed by supporting ideas or evidence</td>
<td>explain how the central ideas/themes are developed by supporting ideas or evidence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>retail a few key details</td>
<td></td>
<td>summarize part of the text</td>
<td>summarize a simple text</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment Accommodations
Using ELPS in **ALL** CCSS Instruction

**Sample**

Reading Standards for Informational Text 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<table>
<thead>
<tr>
<th>ELP Standard 1:</th>
<th>Level 1 Beginning</th>
<th>Level 2 Early Intermediate</th>
<th>Level 3 Intermediate</th>
<th>Level 4 Early Advanced</th>
<th>Level 5 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>...construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing...</td>
<td>use a very limited set of strategies to:</td>
<td>use an emerging set of strategies:</td>
<td>use a developing set of strategies to:</td>
<td>use an increasing range of strategies to:</td>
<td>use a wide range of strategies to:</td>
</tr>
<tr>
<td>ELP An ELL can...</td>
<td>identify a few key words and phrases in oral communications and simple written texts</td>
<td>to identify the main topic in oral communications and simple written texts</td>
<td>to determine the central idea or theme in simple oral presentations or written text</td>
<td>to determine two or more central ideas or themes in oral presentations or written text</td>
<td>determine central ideas or themes in oral presentations or written text</td>
</tr>
<tr>
<td>Level 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 2</td>
<td></td>
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<td>Level 3</td>
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<tr>
<td>Level 4</td>
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</tr>
<tr>
<td>Level 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Assessment Accommodations**

https://teacher.kent.k12.wa.us/dist/ell/elp-standards-ccss
ELPA21 Annual and Placement Assessments

- No more L1, L2, L3
  - **Emerging** (Beginner)
  - **Progressing** (Intermediate, Advanced)
  - **Proficient** (Transitioned from ELL services)

- L1, L2, L3, L4 and L5 apply **only** to **Domain Scores** for listening, reading, speaking, and writing

<table>
<thead>
<tr>
<th>Student</th>
<th>Listening</th>
<th>Reading</th>
<th>Speaking</th>
<th>Writing</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>Proficient</td>
</tr>
<tr>
<td>Student B</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>Proficient</td>
</tr>
<tr>
<td>Student C</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>Progressing</td>
</tr>
<tr>
<td>Student D</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>Progressing</td>
</tr>
<tr>
<td>Student E</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>Progressing</td>
</tr>
<tr>
<td>Student F</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>Progressing</td>
</tr>
<tr>
<td>Student G</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>Emerging</td>
</tr>
<tr>
<td>Student H</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>Emerging</td>
</tr>
<tr>
<td>Student I</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>Emerging</td>
</tr>
</tbody>
</table>
Table Talk

• What do you notice about these students’ scores?

• ELPA21 is administered in February and March, and districts get the results in June. What does this lapse in time lead you to conclude?
Learning Targets

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Questions?

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