EL Check-In Meeting

July 20, 2020

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Sandra Elliott selliott@mdek12.org
Melissa Levy-Jackson mlevy@mdek12.org
Sharon Prestridge sprestridge@mdek12.org
VISION
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community
State Board of Education Goals

1. ALL Students Proficient and Showing Growth in All Assessed Areas
2. EVERY Student Graduates from High School and is Ready for College and Career
3. EVERY Child Has Access to a High-Quality Early Childhood Program
4. EVERY School Has Effective Teachers and Leaders
5. EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. EVERY School and District is Rated “C” or Higher
Welcome!

MDE EL team members joining today:

• LeighAnne Cheeseman Office of Elementary Education and Reading
• Sandra Elliott Office of Elementary Education and Reading
• Melissa Levy-Jackson Office of Federal Programs
• Sharon Prestridge Office of Student Assessment
• Brendsha Roby-Fletcher Office of Federal Programs
Session Norms

- This session is being recorded
- Please use the chat or the question box to post questions for the group
- This slide deck and the meeting recording will be posted on the EL webpage
Session Goals

• Federal Program updates
• Assessment updates and information
• Instructional supports
• Parent supports
• Discussion of challenges, triumphs and next steps
Poll Question

How is your district planning the return to school in August?

a. 100% traditional school model
b. 100% virtual school model
c. Hybrid model with both traditional and virtual aspects
d. I don’t know
Updates from the Office of Student Assessment

Sharon Prestridge, ELPT Program Coordinator
Office of Student Assessment
Tentative Timeline for ELPT RFP

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 29, 2020</td>
<td>ELPT RFP released</td>
</tr>
<tr>
<td>July 21, 2020</td>
<td>Deadline to receive proposals</td>
</tr>
<tr>
<td>July 24-29, 2020</td>
<td>Evaluation of proposals</td>
</tr>
<tr>
<td>July 30, 2020</td>
<td>Notice of intent to award</td>
</tr>
<tr>
<td>August 6, 2020</td>
<td>Post award debriefing and protest deadline</td>
</tr>
<tr>
<td>September 24, 2020</td>
<td>Contract to the MS Board of Education</td>
</tr>
<tr>
<td>October 7, 2020</td>
<td>Contract to the Public Procurement Review Board</td>
</tr>
<tr>
<td></td>
<td>Contract will be executed after all required</td>
</tr>
<tr>
<td></td>
<td>signatures are obtained</td>
</tr>
</tbody>
</table>
Updates from the Office of Federal Programs

Dr. Melissa Levy-Jackson, Title III Coordinator
Office of Federal Programs
Identification and Placement ELs
Home Language Survey (HLS) must be completed by all new entering students.

- Students identified by HLS must be assessed within 30 days of enrollment.
- Potential English Learners (ELs) that register after the beginning of school year must be assessed within 10 school days of enrollment.
- The completed survey becomes part of the student’s cumulative record and must be available for future reference.
Screener/Placement Test

Screener/Placement Test for instructional placement must be conducted. Currently, the MDE Office of Student Assessment is working on providing screener options that should be used.

- A screener/placement test must be conducted to determine the level of proficiency and for appropriate instruction and placement.
- The LEA’s test security plan must describe who will administer and score the assessments, along with training required to ensure valid and reliable results.
- Results must be placed in the student’s cumulative record.
Parental Notifications

- Parents must receive written notification within 30 days of start of the school year (or within 10 days for later-arriving students).
- Parents have the right to opt out or decline EL services (student retains his/her status as an EL).
- Parental Notifications must be available in a language that parents/guardians can understand.
- Documentation must be kept for verification.
- Students who have opted out or declined EL services are allowed to participate in other programs/services such as Special Education services.
Program Placement

- After ELs have been identified, the LEA must provide appropriate language assistance services and programs, known as “EL services and programs.”

- The LEA choose the EL service and programs that meet civil rights requirements and best meet the needs of their EL population.

- The goal for ELs is to attain fluency in English, master the state’s academic content standards, demonstrate proficiency on the state’s required assessments and pass any other state required tests.
The Mississippi Department of Education requires each student designated as an EL to have a Language Service Plan (LSP), which must be updated annually until the student exits the EL program.

- The Student Evaluation Team (SET) must meet to develop the LSP at the beginning of each academic school year.
- This team must be composed of teachers (including EL teachers), administrators, counselors, and parents or guardians.
Language Service Plan development

• The team will meet quarterly to evaluate the student’s progress and make necessary adjustments.

• A copy of the LSP must be provided to all teachers who work with the EL student.
Language Service Plan (LSP)

- LSP must include the following:
  a) student’s demographic information,
  b) date of first enrollment in a U.S. school,
  c) yearly English Language Proficiency Test (ELPT) scores,
  d) classroom accommodations,
  e) state testing accommodations, and
  f) signatures of SET members.
Once a student has been identified as an EL the district must ensure the student is correctly marked in their student data package.

This information will then be transferred to MSIS to generate the EL roster.

Districts should ensure each column on the EL roster screen of MSIS is completed.

This information should be checked monthly for accuracy.
Resources

2018 Mississippi English Learner Guidelines: Regulations, Funding Guidance, and Instructional Supports

English Learner Toolkit for State and Local Education Agencies (SEAs and LEAs)
Instructional Supports

LeighAnne Cheeseman, EL Coordinator
Sandy Elliott, EL Intervention Support Specialist
Office of Elementary Education and Reading
<table>
<thead>
<tr>
<th>WIDA Standards</th>
<th>TESOL Standards</th>
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<tbody>
<tr>
<td>English learners <strong>communicate</strong> for social, intercultural, and instructional purposes within the school setting</td>
<td>English learners <strong>communicate</strong> for social, intercultural, and instructional purposes within the school setting</td>
</tr>
<tr>
<td>English learners <strong>communicate</strong> information, ideas and concepts necessary for academic success in the area of language arts</td>
<td>English learners <strong>communicate</strong> information, ideas and concepts necessary for academic success in the area of language arts</td>
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<tr>
<td>English learners <strong>communicate</strong> information, ideas and concepts necessary for academic success in the area of mathematics</td>
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</tr>
<tr>
<td>English learners <strong>communicate</strong> information, ideas and concepts necessary for academic success in the area of science</td>
<td>English learners <strong>communicate</strong> information, ideas and concepts necessary for academic success in the area of science</td>
</tr>
<tr>
<td>English learners <strong>communicate</strong> information, ideas and concepts necessary for academic success in the area of social studies</td>
<td>English learners <strong>communicate</strong> information, ideas and concepts necessary for academic success in the area of social studies</td>
</tr>
</tbody>
</table>
Based on the LAS Links Proficiency Level Descriptors and WIDA "Can Do" Descriptors

Created to support school personnel in identifying student levels in the event of no ELPT reports

Addresses 4 domains of listening, speaking, reading and writing

Includes separate checklists for each grade band
**EL Progress Checklist Speaking (Kindergarten)**

Please provide feedback for domain specific skills for this EL student.

| Teacher(s) completing this form | Subject(s) you teach/taught this student |

| Above Proficient/Reaching | Bridging | Proficient/Expanding | Intermediate/Developing | Early Intermediate/Emerging | Beginning/Entering |

### (Check all that apply)

1. The student can produce simple sentences and use correct grammar when:
   - making requests
   - asking for clarification
   - describing situations

2. The student can recount by:
   - Retelling familiar stories, including key details with prompting and support
   - Describing details about characters, settings, and major events in illustrated stories with prompting and support

3. The student can explain by:
   - Comparing two objects using measurable attributes (e.g., “The table is higher than the chair.”)
   - Describing the causes or effects of different phenomena based on observations and experiences (e.g., pull/push, sink/float)

4. The student can argue by:
   - Agreeing or disagreeing with reasons for categorizing content-related information with a partner
   - Stating personal opinions with justifications for content-related ideas or topics

### Continued on next page

1. The student can recount by:
   - Relating school-based content and personal experiences with peers and adults
   - Rephrasing events from stories or information with a partner (e.g., class rules or routines)

2. The student can explain by:
   - Providing details related to classroom activities and tasks in small groups (e.g., how we work together)
   - Describing steps in familiar cycles and processes (e.g., getting in a circle to play a game)

3. The student can argue by:
   - Offering personal opinions about content-related ideas in small groups
   - Giving reasons for content-related information when modeled (e.g., “These animals go together because they have spots.”)

4. The student can discuss by:
   - Asking questions to extend conversations
   - Demonstrating active listening to show respect to the speaker

### Continued on next page

1. The student can produce simple sentences and use correct grammar when:
   - making requests
   - asking for clarification

2. The student can use appropriate words and phrases to:
   - label and describe the purpose of less common objects
   - narrate a story related to a sequence of pictures about school-related activities using vocabulary that is:
     - mostly accurate
     - limited

3. The student can recount by:
   - Retelling main events in short narrative stories to peers using pictures
   - Describing attributes of familiar objects, people, and places

4. The student can explain by:
   - Describing classroom routines (e.g., putting away puzzles)
   - Stating reasons for classroom routines or procedures with a partner (e.g., expected behaviors)

### Continued on next page

1. In social and academic situations, the student can use appropriate vocabulary and simple phrases to:
   - name or describe common objects
   - express opinions or preferences
   - develop grammar which limits expression

2. The student can narrate a story related to a sequence of pictures about school-related activities using:
   - restricted vocabulary
   - developing grammar which limits expression

3. The student can recount by:
   - Retelling main events in short narrative stories to peers using pictures
   - Describing attributes of familiar objects, people, and places

4. The student can explain by:
   - Describing uses of everyday objects or roles of familiar people (e.g., “Teacher reads.”)
   - Describing attributes and classifying objects into illustrated categories to show how they go together (e.g., shapes, colors, sizes)
# EL Teacher Checklist Draft Page

## EL Progress Checklist (Reading Grades 9-12)

**Please provide feedback for domain specific skills for this EL student.**

**Teacher(s) completing this form:**

**Student Name:**

**Subject(s) you teach/taught this student:**

<table>
<thead>
<tr>
<th>Above Proficient/Reaching</th>
<th>Bridging</th>
<th>Proficient/Expanding</th>
<th>Intermediate/Developing</th>
<th>Early Intermediate/Emerging</th>
<th>Beginning/Entering</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Check all that apply)</strong></td>
<td><strong>(Check all that apply)</strong></td>
<td><strong>(Check all that apply)</strong></td>
<td><strong>(Check all that apply)</strong></td>
<td><strong>(Check all that apply)</strong></td>
<td><strong>(Check all that apply)</strong></td>
</tr>
<tr>
<td>1. The student recognizes uncommon synonyms, subtle gradations of meanings using context clues, and unfamiliar idioms</td>
<td>1. The student can recount by:</td>
<td>1. The student typically:</td>
<td>1. The student typically:</td>
<td>1. The student:</td>
<td>1. The student:</td>
</tr>
<tr>
<td>- Identifying how authors connect related ideas across paragraphs with abstraction, complex sentences, and technical terms</td>
<td>- Identifying how authors connect related ideas across paragraphs with abstraction, complex sentences, and technical terms</td>
<td>- Identifies knowledge of high-frequency affinities and connects close to determine word meanings and identify synonyms of high-frequency social and academic vocabulary</td>
<td>- Identifies theme, tone, and author’s purpose</td>
<td>- Recalls simple information from text,</td>
<td>- Identifies key words and phrases that describe the topics or phenomena</td>
</tr>
<tr>
<td>2. The student uses prediction to:</td>
<td>2. The student can explain by:</td>
<td>2. The student:</td>
<td>2. The student can recount by:</td>
<td>2. The student can explain by:</td>
<td>2. The student can explain by:</td>
</tr>
<tr>
<td>- Reading fluently,</td>
<td>- Identifying how authors connect related ideas across paragraphs with abstraction, complex sentences, and technical terms</td>
<td>- Identifies main ideas and supporting details, and makes simple inferences</td>
<td>- Identifying patterns specific to narrative or informational text (e.g., orientation, presentation of events, conclusion)</td>
<td>- Identifying patterns specific to narrative or informational text (e.g., orientation, presentation of events, conclusion)</td>
<td>- Identifying different types of connectors that show relationships between topics and phenomena</td>
</tr>
<tr>
<td>- Make inferences from challenging texts,</td>
<td>- Tracing the central idea of text and how it develops, including how it is shaped by specific details, extended definitions, facts, quotes, or examples</td>
<td>- Recalling and summarizing information with diagrams, models, flow charts, or illustrations</td>
<td>- Differentiating between technical and everyday vocabulary that describe phenomena</td>
<td>- Identifying different types of connectors that show relationships between topics and phenomena</td>
<td>- Connecting characters/historical figures with positions or stances on various issues</td>
</tr>
<tr>
<td>- Recognizing literary techniques, and uses self-monitoring techniques to check for understanding</td>
<td>3. The student can recount by:</td>
<td>3. The student can recall by:</td>
<td>3. The student can recount by:</td>
<td>3. The student can explain by:</td>
<td>3. The student can explain by:</td>
</tr>
<tr>
<td>- Identifying how authors develop and maintain cohesion by connecting ideas or events in extended texts</td>
<td>- Identifying how authors connect related ideas across paragraphs with abstraction, complex sentences, and technical terms</td>
<td>- Recognizing lexical chains that show how characters and ideas are labeled across the text</td>
<td>- Recognizing the interdependence of parts of systems (e.g., technical, government, chemical)</td>
<td>- Identifying how language provides clarity and precision in describing topics or phenomena</td>
<td>- Matching media (e.g., posters, photos, banners) with point of view words and phrases</td>
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</tbody>
</table>

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Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors
<table>
<thead>
<tr>
<th>4. The student can explain by:</th>
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</thead>
<tbody>
<tr>
<td>- Recognizing discipline-specific patterns (e.g., orienting the reader, part-whole classification, neutral/authoritative tone)</td>
</tr>
<tr>
<td>- Identifying authors’ precision and accuracy in classifications, comparisons, accounts, or procedures as a result of clear language choices</td>
</tr>
<tr>
<td>5. The student can argue by:</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>- Evaluating word choice and nuance as tools for distinguishing facts, claims, reasoned judgments, and opinions</td>
</tr>
<tr>
<td>- Identifying the logical connections among claims, counterclaims, reasons, and evidence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. The student can argue by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Identifying persuasive language across content areas</td>
</tr>
<tr>
<td>- Following the progression of logical reasoning</td>
</tr>
<tr>
<td>6. Errors</td>
</tr>
<tr>
<td>- do not interfere with comprehension</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. The student can argue by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Identifying their purposes and audiences</td>
</tr>
<tr>
<td>- Evaluating the strength of evidence statements</td>
</tr>
<tr>
<td>6. Errors</td>
</tr>
<tr>
<td>- interfere with comprehension</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. The student can argue by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Making connections between statements that make claims and those providing evidence</td>
</tr>
<tr>
<td>- Distinguishing language that identifies facts and opinions</td>
</tr>
<tr>
<td>6. Errors</td>
</tr>
<tr>
<td>- frequently impede comprehension</td>
</tr>
</tbody>
</table>

Additional comments:
How to Use the Checklist

Collaboration is Key!

• EL and general education teachers should work together to consider student capabilities

• Can be based on end of 19-20 school year abilities or summer abilities if the student attended summer school

• Can be completed at the beginning of the year to determine goals for LSP

• Can be used as a guide for teachers in ensuring they are working on goals to grow the student's linguistic skills
Guidance on Extended Distance Learning for ELs

Practical guide on:

• Instructional strategies for supporting growth in listening, speaking, reading, and writing using technology and screen free supports

• How to adapt best practices for supporting ELs in distance learning situation and

• General supports for supporting ELs during distance learning
Coming Soon! Guidance for Parents of English Learners

- Can be given to parents upon determination of EL eligibility
- Helps parents understand their rights as parents of English Learners and
- Provides general guidance on information about what is entailed when a student is an English Learner
Guidance for Parents of English Learners

Focuses on questions parents ask

Helps them to understand the designation as an English learner

Will my child have a specific teacher to help him/her learn English?

Some schools provide specific teachers who work with EL students to help support their acquisition of English. In schools where EL teachers are not available schools may provide teacher’s assistants or tutors who will work with your child to support their learning of the English language. These teachers, assistants, and tutors are a great resource to you and will also be in attendance at SET meetings.

QUESTIONS for my child’s EL teacher

English language proficiency test
the assessment used to determine both the growth and level of English language proficiency of EL students each school year; the test is given in the spring of each school year and results will be provided to parents or guardians in the fall of the following school year

- What type of program will the school use to teach my child English?
- What are my child’s most recent scores on the state’s English language proficiency test?
- How is my child progressing in his or her English language acquisition, and when do you expect him or her to exit the EL program?
- What accommodations can my child receive in the classroom to help him or her learn English and grade-level material?
- What supports do you provide for my child to help him or her in other subjects?
- How can I support my child’s acquisition of the English language?
- What resources are available for our family to use at home to support English language acquisition?
Guidance for Parents of English Learners

**SPEAKING**

One of the most important ways you can support your child as they learn the English language is to encourage your child to read at home in English or in your home language. Reading in English or in the home language will help to

- build vocabulary knowledge,
- support decoding skills, and
- increase reading fluency and comprehension.

**LISTENING**

You can also work with your child to

- practice vocabulary flash cards,
- label items around the house, and
- use free language apps such as Duolingo or other language-learning resources to help build word knowledge and correct usage.

**READING**

Visiting the local library and signing your child up for a library card is another good way to support your child’s language skills. Library cards are free and enable your child to borrow books, audio books and other materials at no cost. The library also offers many free programs in which families can participate.

**WRITING**
We will continue to provide:

- technical support
- professional development

### Continued Support

**EL PROFESSIONAL DEVELOPMENT REQUEST FORM**

2020-2021 Please return this form to Sandy Elliott at selliott@mde.k12.ms.us

<table>
<thead>
<tr>
<th>Basic Information</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Contact Person</td>
<td>School</td>
</tr>
<tr>
<td>Contact Person’s Number</td>
<td>Email</td>
</tr>
<tr>
<td>Title</td>
<td>District</td>
</tr>
<tr>
<td>Today’s Date:</td>
<td></td>
</tr>
<tr>
<td>Proposed Dates: Option 1</td>
<td></td>
</tr>
<tr>
<td>Option 2</td>
<td></td>
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<tr>
<td>Option 3</td>
<td></td>
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<tr>
<td>Start Time:</td>
<td>End Time:</td>
</tr>
<tr>
<td>Address for Training Location:</td>
<td></td>
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<tr>
<td># of EL students per grade (School/District)</td>
<td></td>
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<tr>
<td>Pre-K - 3</td>
<td>4-8</td>
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<table>
<thead>
<tr>
<th>Are you able to provide a projector, a screen, WIFI access and speakers?</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
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</table>

Anticipated Number of Participants

Job Title(s) / Description(s): (ex: teachers, paraprofessionals, administrators, etc.)

Intended Audience: Grade Band(s)

### “A La Carte” Professional Development Topics (please check all that apply)

<table>
<thead>
<tr>
<th>INSTRUCTIONAL STRATEGIES (Early Childhood-Elementary)</th>
<th>INSTRUCTIONAL STRATEGIES (Middle and Secondary)</th>
<th>INSTRUCTIONAL STRATEGIES (EL Teacher Specific)</th>
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</thead>
<tbody>
<tr>
<td>Best Practices</td>
<td>Best Practices</td>
<td>Best Practices</td>
</tr>
<tr>
<td>Second Language Acquisition</td>
<td>Classroom Setup</td>
<td>Setting up an EL classroom</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>Second Language Acquisition</td>
<td>Identifying Appropriate</td>
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<tr>
<td>Accommodations and Modifications</td>
<td>Newcomer Instruction</td>
<td>Accommodations and Modifications</td>
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<tr>
<td>Classroom Setup</td>
<td>Vocabulary</td>
<td>Word Walls for ELs</td>
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<tr>
<td>Oral Language</td>
<td>Movies for Language Instruction</td>
<td>Incorporating the 4 domains in an EL class</td>
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<tr>
<td>Vocabulary</td>
<td>Instructional Technology</td>
<td>Scheduling and Grouping students</td>
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<tr>
<td>Word Walls for ELs</td>
<td>Comprehension</td>
<td>Using data to support student growth</td>
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<tr>
<td>Movies for Language Instruction</td>
<td>Phonics and Morphology</td>
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</tr>
<tr>
<td>Comprehension</td>
<td>Phonological Awareness</td>
<td></td>
</tr>
</tbody>
</table>
In the chat box think of your initiatives, struggles and triumphs related to educating ELs during the COVID pandemic in terms of a rose and tell us about

1. **Bud** – What new methods or initiatives is your district implementing for the upcoming year?

2. **Thorn** – What challenges do you foresee?

3. **Blossom** – What have you (or your students) accomplished that you are proud of?
English Learner Contacts

**Instruction**
LeighAnne Cheeseman  
Assistant State Literacy /  
English Learner Coordinator (K-3)  
lcheeseman@mdek12.org

**Intervention/Instruction**
Sandra Elliott  
English Learner Intervention Support Specialist  
(Pre K – 12)  
selliott@mdek12.org

**Assessment**
Sharon Prestridge  
ELPT Program Coordinator  
sprestridge@mdek12.org

**Office of Federal Programs**
Melissa Levy-Jackson  
Title III Coordinator  
mlevy@mdek12.org

**Office of Federal Programs**
Brendsha A. Roby-Fletcher  
Director of Discretionary Grants  
BrRoby@mdek12.org