EL Check-In Meeting

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July 20, 2020

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Mississippi Department of Education

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

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State Board of Education Goals   STRATEGIC PLAN

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

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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

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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

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Tentative Timeline for ELPT RFP

June 29, 2020   ELPT RFP released

July 21, 2020   Deadline to receive proposals

July 24-29, 2020   Evaluation of proposals

July 30, 2020   Notice of intent to award

August 6, 2020   Post award debriefing and protest deadline

September 24, 2020   Contract to the MS Board of Education

October 7, 2020   Contract to the Public Procurement Review Board

Contract will be executed after all required signatures are obtained

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Updates from the Office of Federal Programs

Dr. Melissa Levy-Jackson, Title III Coordinator
Office of Federal Programs

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Identification and Placement ELs

Home Language Survey (HLS)

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.

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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.

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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.

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Language Service Plan development

- 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.

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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.

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EL Data Entry into MSIS

- 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.

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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

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EL Language Development Standards

WIDA Standards	TESOL Standards
English learners **communicate** for **social**, **intercultural**, and **instructional** purposes within the school setting	English learners **communicate** for **social**, **intercultural**, and **instructional** purposes within the school setting
English learners **communicate** information, ideas and concepts necessary for academic success in the area of **language arts**	English learners **communicate** information, ideas and concepts necessary for academic success in the area of **language arts**
English learners **communicate** information, ideas and concepts necessary for academic success in the area of **mathematics**	English learners **communicate** information, ideas and concepts necessary for academic success in the area of **mathematics**
English learners **communicate** information, ideas and concepts necessary for academic success in the area of **science**	English learners **communicate** information, ideas and concepts necessary for academic success in the area of **science**
English learners **communicate** information, ideas and concepts necessary for academic success in the area of **social studies**	English learners **communicate** information, ideas and concepts necessary for academic success in the area of **social studies**

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EL Teacher Checklist

- 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

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EL Teacher Checklist Draft Page

EL Progress Checklist Speaking (Kindergarten)

Please provide feedback for domain specific skills for this EL student.   Student Name _____

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)	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(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 justification 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	**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 **3. The student can use accurate vocabulary to** ☐ narrate a story related to a sequence of pictures about school related activities **4. The student can recount by:** ☐ Retelling familiar stories through a series of pictures ☐ Sharing personal stories or experiences with others (e.g., in multiple languages) **5. The student can explain by:** ☐ Describing classroom routines (e.g., putting away puzzles) ☐ Comparing and contrasting placement of real-life objects and phenomena (e.g., "on the table," v. "under the table") *Continued on next page*	**1. In social <u>and</u> academic settings, the student can use appropriate words and phrases when:** ☐ conducting transactions ☐ making requests ☐ asking for clarification **2. The student can 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:** ☐ Comparing sizes of familiar phenomena (e.g., bigger than/ smaller than, longer/ wider) ☐ Stating reasons for classroom routines or procedures with a partner (e.g., expected behaviors) *Continued on next page*	**1. In social <u>and</u> academic situations, students typically use basic vocabulary and simple phrases to:** ☐ name or describe common objects ☐ express opinions or preferences. **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:** ☐ Restating some language associated with illustrated short stories or informational text (e.g., "I see." "I hear.") ☐ Re-enacting various roles when interacting in pairs or in small groups **4. The student can explain by:** ☐ Describing uses of everyday objects or roles of familiar people (e.g., "Teacher reads.") ☐ Stating attributes and classifying objects into illustrated categories to show how they go together (e.g., shapes, colors, sizes) *Continued on next page*	**1. The student is starting to develop:** ☐ receptive skills in English ☐ productive skills in English **2. The student can narrate a story with extensive and accurate:** ☐ vocabulary ☐ grammar appropriate for their age **3. The student can recount by:** ☐ Repeating words, simple phrases or expressions from familiar stories as a whole class ☐ Participating in group songs, chants, or poems using gestures or physical movement **4. The student can explain by:** ☐ Identifying familiar objects used in everyday routines and activities with a partner (e.g., in the home language and in English) ☐ Rehearsing and acting out key steps in procedures or classroom routines following models (e.g., "Put away toys. Get in line.") *Continued on next page*

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

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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 _____

Above Proficient/ Reaching	Bridging	Proficient/Expanding	Intermediate/Developing	Early Intermediate/ Emerging	Beginning/Entering
(Check all that apply)	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*
1. The student ❑ recognizes uncommon synonyms, subtle gradations of meanings using context clues, and unfamiliar idioms **2. The student uses prediction to:** ❑ read fluently, ❑ make inferences from challenging texts, ❑ synthesize text, ❑ recognize literary techniques, and ❑ uses self-monitoring techniques to check for understanding **3. The student can recount by:** ❑ Analyzing and comparing how authors use language for specific purposes and audiences ❑ Identifying how authors develop and maintain cohesion by connecting ideas or events in extended texts ***Continued on next page***	**1. The student can recount by:** ❑ Identifying how authors connect related ideas across paragraphs with abstraction, complex sentences, and technical terms ❑ Tracing the central idea of text and how it develops, including how it is shaped by specific details, extended definitions, facts, quotes, or examples **2. The student can explain by:** ❑ Identifying how authors connect related ideas across paragraphs with abstraction, complex sentences, and technical terms ❑ Tracing the central idea of text and how it develops, including how it is shaped by specific details, extended definitions, facts, quotes, or examples **3. The student can argue by:** ❑ Recognizing multiple perspectives and points of view on any given issue ❑ Identifying evidence of bias and credibility of sources	**1. The student typically:** ❑ draws complex conclusions from lengthy passages and ❑ distinguishes nuances of meaning **2. The student:** ❑ interprets alternate expressions of ideas, ❑ analyzes the organization of passages, and ❑ identifies theme, tone, and author's purpose **3. The student can recount by:** ❑ Identifying how the authors make language choices and adjusts for audience and purpose ❑ Reflecting on various accounts of a subject told in different media *(e.g., print and multimedia)* **4. The student can explain by:** ❑ Identifying the interdependence of parts of systems *(e.g., technical, government, chemical)* ❑ Comparing information on phenomena across a variety of multimedia sources ***Continued on next page***	**1. The student typically** ❑ uses knowledge of high-frequency affixes and context clues to determine word meanings and identify synonyms of high-frequency social and academic vocabulary **2. From a simple narrative, the student can:** ❑ recall stated and implicit details, ❑ distinguish main ideas, ❑ compare and contrast information ❑ draw conclusions, and ❑ make some inferences **3. The student can recount by:** ❑ Recognizing lexical chains that show how characters and ideas are labeled across the text ❑ Identifying detailed descriptions, procedures, and information in paragraphs **4. The student can explain by:** ❑ Identifying how language provides clarity and precision in describing topics or phenomena ❑ Summarizing information with diagrams, models, flow charts, or illustrations ***Continued on next page***	**1. The student:** ❑ recalls simple information from text, ❑ identifies main ideas and supporting details, and ❑ makes simple inferences **2. The student can:** ❑ identify common idiomatic expressions and ❑ paraphrases passages **3. The student can recount by:** ❑ Identifying patterns specific to narrative or informational text *(e.g., orientation, presentation of events, conclusion)* ❑ Locating main ideas in a series of related sentences **4. The student can explain by:** ❑ Identifying different types of connectors that show relationships between topics and phenomena ❑ Differentiating between technical and everyday vocabulary that describe phenomena ***Continued on next page***	**1. The student is starting to develop:** ❑ receptive skills in English ❑ productive skills in English **2. The student can recount by:** ❑ Matching key content-related terms and ideas to images, graphs, icons, or diagrams ❑ Sequencing illustrated text of narrative or informational events **3. The student can explain by:** ❑ Identifying key words and phrases that describe the topics or phenomena ❑ Recognizing sequence statements and illustrations that describe phenomena **4. The student can argue by:** ❑ Matching media *(e.g., posters, photos, banners)* with point of view words and phrases ❑ Connecting characters/historical figures with positions or stances on various issues

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

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EL Progress Checklist Draft Page

4. The student can explain by:		5. The student can argue by:	5. The student can argue by:	5. The student can argue by:	
❑ Recognizing discipline-specific patterns *(e.g., orienting the reader, part-whole classification, neutral/ authoritative tone)* ❑ Identifying authors' precision and accuracy in classifications, comparisons, accounts, or procedures as a result of clear language choices **5. The student can argue by:** ❑ Evaluating word choice and nuance as tools for distinguishing facts, claims, reasoned judgment, and opinions ❑ Identifying the logical connections among claims, counterclaims, reasons, and evidence		❑ Identifying persuasive language across content areas ❑ Following the progression of logical reasoning **6. Errors** ❑ do not interfere with comprehension	❑ Identifying their purposes and audiences ❑ Evaluating the strength of evidence statements **6. Errors** ❑ interfere with comprehension	❑ Making connections between statements that make claims and those providing evidence ❑ Distinguishing language that identifies facts and opinions **6. Errors** ❑ frequently impede comprehension	

Additional comments:

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Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

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

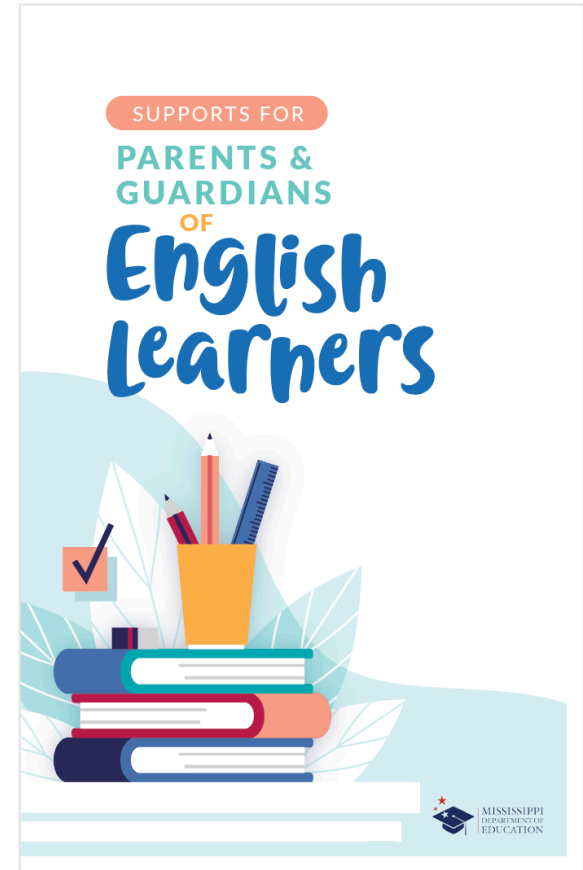- Can be used as a guide for teachers in ensuring they are working on goals to grow the student's linguistic skills

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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

SUPPORTS FOR

PARENTS &
GUARDIANS
OF

English
Learners

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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 teacher**s 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?

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Guidance for Parents of English Learners

SPEAKING   **LISTENING**   **READING**   **WRITING**

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.

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.

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.

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Continued Support

We will continue to provide:

- technical support

- professional development

Chat Question

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?

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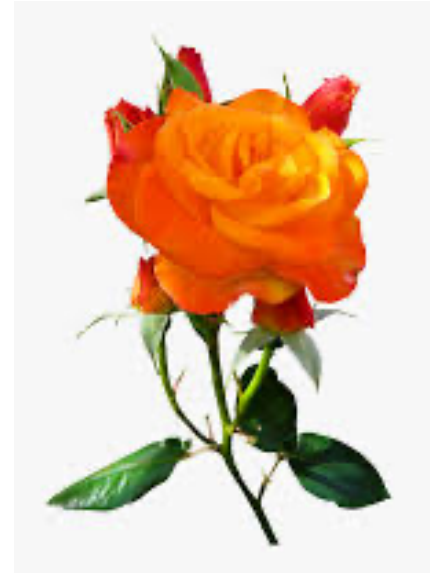
English Learner Contacts

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