JOY HOFMEISTER

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
OKLAHOMA STATE DEPARTMENT OF EDUCATION

MEMORANDUM

TO: The Honorable Members of the State Board of Education

FROM: Joy Hofmeister, State Superintendent of Public Instruction

DATE: May 26, 2016

SUBJECT: Comprehensive Academic Resource and Training Toolkit (CARTT)

Information for the Comprehensive Academic Resource and Training Toolkit (CARTT) will be presented.

JH/vh

INTRODUCTION

Oklahoma, within the last decade, has experienced a 79.8% increase in the number of English Learner (EL) students enrolled in public schools. This has resulted in a current population of 50,117 students who speak about 180 languages. In order to provide our schools with the appropriate supports necessary to ensure success for these children and youth, the Oklahoma State Department of Education is committed to providing an informed and resourceful professional development toolkit that is supported by research-based guidance for language instruction.

This toolkit will include such informative modules as; Title III Federal Law and Guidance, Civil Rights Obligations, Oklahoma EL data, Assessment and Accountability requirements, WIDA English Language Development (ELD) Standards, Parental Engagement and Community Outreach, and Promising Practices for Language Instruction Educational Programs. These modules will be integrated throughout the professional development training for teachers and administrators.

VISION

To prepare all English Learner students with the language and academic skills necessary to achieve success as they graduate from high school and make the transition to college and career pathways by providing exceptional professional development and training for educators.

CONCLUSION/SUMMARY

Conversations with teachers and administrators have revealed a strong desire to be prepared for the upcoming implementation of ESSA by being able to teach academic language and challenging content to all students, including their ELs. This is a window of opportunity to provide the necessary support for both EL administrators' and classroom teachers' need on how best to deliver instruction in a highly skilled and knowledgeable manner assuring excellent results as they move their students toward English proficiency.

http://cartt.sde.ok.gov

CARTT Modules

Assessment and Accountability:
Information addressing administering the EL proficiency placement assessments (W-APT/WIDA Screener) and reviewing formative assessments will be addressed. Using State language proficiency data from the Oklahoma State English Proficiency Test (WIDA ACCESS for ELLs 2.0) and the Oklahoma State placement assessment for ELs will help educators understand where ELs are along the continuum of language development and provide appropriate scaffolds of learning for students according to their proficiency level.

Civil Rights Obligations:
Civil Rights information will be provided that reveals Civil Rights laws and obligations as applied to students classified as English Learners. Case studies of states that have experienced issues with Civil Rights lawsuits reveal how some schools in the United States have failed to address the academic needs of English Learners and what corrective actions were required in order to reach compliance.

Oklahoma Data Addressing the English Learners:
Information will be provided regarding effective use of data reviews and how data can be utilized during Professional Learning Community Team collaboration at schools. This information will assist teachers and principals in driving instruction and preparing interventions based on the needs of each child.

Parental Engagement and Community Outreach:
Participants will be provided resources that will support parental engagement and community outreach activities. This information will enable parents to make informed decisions about their child's education. Providing pertinent information regarding parents' rights and program choices will be included. Consideration will be given to parents by providing information for parents in the appropriate language. Materials will be shared with families reflecting high expectations, and that this vision continues for all ELs.

Promising Practices for Language Instruction Educational Programs:
Participants will receive information addressing designing and delivering instruction that is culturally and linguistically appropriate for all diverse learners, including those with individualized educational plans. Language specialists and teachers of content areas will be provided with best practices support-ing academic achievement across the curriculum.

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CARTT Modules (cont.)

Resources:

Provide EL Coordinators, regular content-area classroom teachers, and leaders with comprehensive tools, examples and references, literature reviews, sample forms, and useful links to updated EL websites.

Title III, Part A, Federal Law and Guidance:

Participants will receive valuable information regarding Title III Law and Guidance that will serve to establish the foundational elements of the school's Language Instruction Educational Program. Knowing how districts can apply and receive federal funding in support of their EL program will be highly beneficial. Districts need to understand the issue of federal compliance in the use of Title III funds and ensure those funds are applied in the appropriate manner.

WIDA English Language Development Standards and Assessments:

Information regarding the WIDA Consortium will be provided. The WIDA Consortium informs national policy about enhancing assessment practices, and contributes to the resources available to educators. WIDA has performed immense research surrounding academic language and literacy for the EL student. WIDA consistently looks at building a conceptual framework for high quality instruction for the English Learner. Participants will receive information regarding utilizing materials and instructional resources that are linguistically, age/grade appropriate and aligned to the new Oklahoma Academic Standards and the WIDA English Language Development (ELD) Standards.

OSDE's Comprehensive Academic Resource and Training Toolkit

For English Learners

The CARTT consists of eight components, providing both EL specialists and regular content-area classroom teachers with an interconnected strategy for understanding how to improve their lesson plans, as well as offering them information on our most promising teaching strategies for aiding EL students in attaining equal access to and success in their educations under the Title III, Part A guide lines, working in conjunction with the WIDA consortium.

Those 8 components are as follows:
1. **Title III, Part A – Federal Law and Guidance**
2. **Civil Rights Obligations**
3. **Part A: Oklahoma EL Data**
3. **Part B: WIDA – English Language Development Standards**
4. **Assessment and Accountability Requirements**
5. **Promising Practices for Language Instruction and Educational Programs**
6. **Parental Engagement and Community Outreach**
7. **Resources: Literature Review, Sample Forms, Tools, and Useful Links**

Each component will be downloadable as a complete PDF, separate from the other components of the Plan. Each component will be viewable using a variety of devices— personal computers, tablets, smart phones, etc—that can access the internet. Each component will be linked to other related components, making it easier to navigate and find the desired information. Each component has objectives that are outlined below:

1. <u>Title III, Part A – Federal Law and Guidance</u>
   a. Provide strategies in establishing language instruction educational programs.
   b. Monitor Opt-Out EL students' academic progress.
   c. Monitor the academic progress of all first-year proficient and second-year proficient students.
   d. Maintain educational records for EL students.
   e. Monitor the academic and language acquisition progress of EL students using the LIEP - Language Instruction Educational Plan.
   f. Review the effectiveness of language instruction educational programs annually.

2. <u>Civil Rights Obligations</u>
   a. Identify all students who need assistance.
   b. Develop a language instruction educational program that has a reasonable chance of success.
   c. Provide resources to implement language instruction educational program effectively.

3. <u>Part A: Oklahoma ELL Data</u>
   a. Use data from state ELP and state academic content assessments to provide professional development to EL specialists, regular content-area classroom teachers, and leaders.
   b. Use data from formative assessments to provide appropriate scaffolds.
   c. Use data from ELP assessments to differentiate instruction.
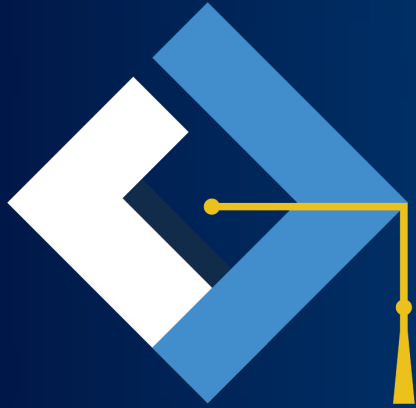   d. Analyze patterns of progress using data from the ACCESS for ELLs 2.0 Test.

3. Part B: WIDA – English Language Development Standards
    a. Connect language and content to make learning relevant and meaningful for ELs.
    b. Provide opportunities for all ELs to engage in higher order thinking.
    c. Use instructional supports to help scaffold language learning.
    d. Analyze the academic language demands involved in grade-level teaching and learning.
    e. Use WIDA's Can Do Descriptors for appropriate differentiated instruction.

4. Assessment and Accountability Requirements
    a. Administer Oklahoma's HLS as the first step in determining if a student is EL.
    b. Administer one of Oklahoma's ELP placement tests to determine if a student is EL.
    c. Administer the WIDA Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs) Test annually.
    d. Include all EL students with disabilities in the ACCESS for ELLs Test appropriately.

5. Promising Practices for Language Instruction and Educational Programs
    a. Provide basic methods for organizing instruction to meet the needs of ELs.
    b. Provide knowledge and skills necessary for providing sheltered instruction.
    c. Provide teachers and leaders with methods for teaching English Language Development (ELD) in the domains of listening, speaking, reading, and writing.
    d. Provide research on second-language acquisition.
    e. Provide information about how to challenge ELs.
    f. Provide information on the use of technology to instruct ELs.
    g. Provide research on culturally responsive teaching.

6. Parental Engagement and Community Outreach
    a. Provide training to parents in English and in their home language on effective strategies to support their children's academic progress in and out of school.
    b. Engage parents as active participants and contributors to the school community through workshops focused on language development.
    c. Provide training on communication with families of ELs and parental engagement.
    d. Collaborate with parent committees to establish LIPDPs - Language Instruction Program Delivery Plans.
    e. Provide parents with information regarding language instruction educational program placement in a language and format that parents can easily understand.
    f. Provide parents annually with information regarding their child's progress on the WIDA ACCESS for ELLs 2.0 Test in a language and format that parents can easily understand.

7. Resources: Literature Reviews, Sample Forms, Tools, and Useful Links
    a. Provide to EL specialists, regular content-area classroom teachers, and leaders with comprehensive examples and references.
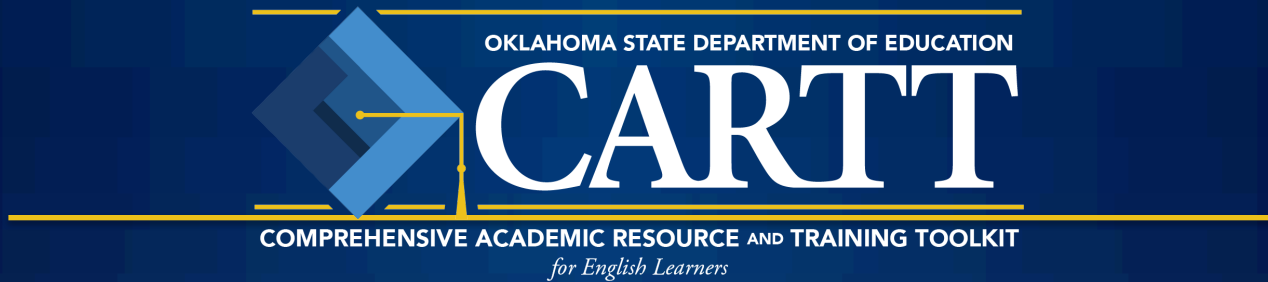
OSDE's Comprehensive Academic Resource and Training Toolkit
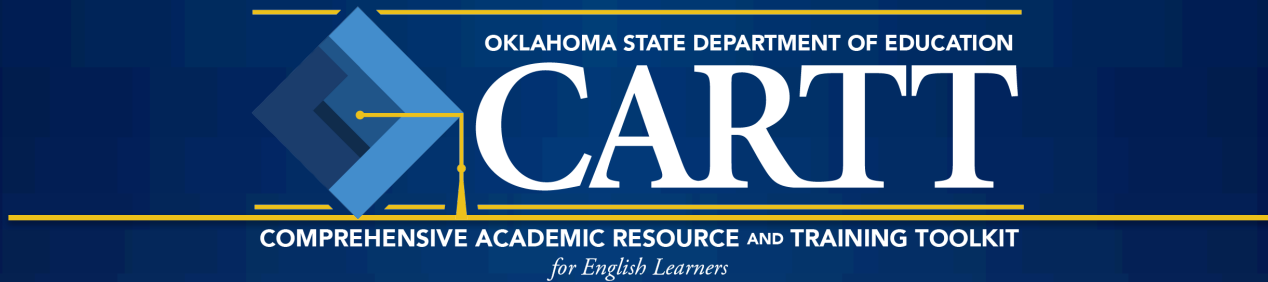
For English Learners

Conclusion/Summary: Most recent conversations with teachers and administrators have revealed that teachers especially, desire to be prepared to teach academic language and challenging classroom content to all students, including their ELL children. This is the perfect window of opportunity to provide equal access and the necessary support teachers need on how to best deliver instruction in a highly skilled and knowledgeable manner that assures excellent results as they move their students toward English proficiency.

- Multi-faceted academic resource designed to meet the needs of Oklahoma's educators as they work to provide **equitable access** to a quality education for EL students

- Currently in beta stage

- Administrative review and feedback in **Spring 2016**

OKLAHOMA STATE DEPARTMENT OF EDUCATION

CARTT

COMPREHENSIVE ACADEMIC RESOURCE AND TRAINING TOOLKIT
for English Learners

- Available to EL educators for the **2016/2017** school year

- New modules and updates added on an ongoing basis

- Comprised of **8 primary modules**, each of which will contain valuable documentation that will be accessible from the modules' drop-down menus

- Will contain instructional **videos**, archived **webinars**, and **other social media links**

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CARTT for ELs 8 Modules

Title III, Part A Federal Law and Guidance

Civil Rights Obligations

Oklahoma EL Data & WIDA English Language Development (ELD) Standards

Assessment and Accountability Requirements

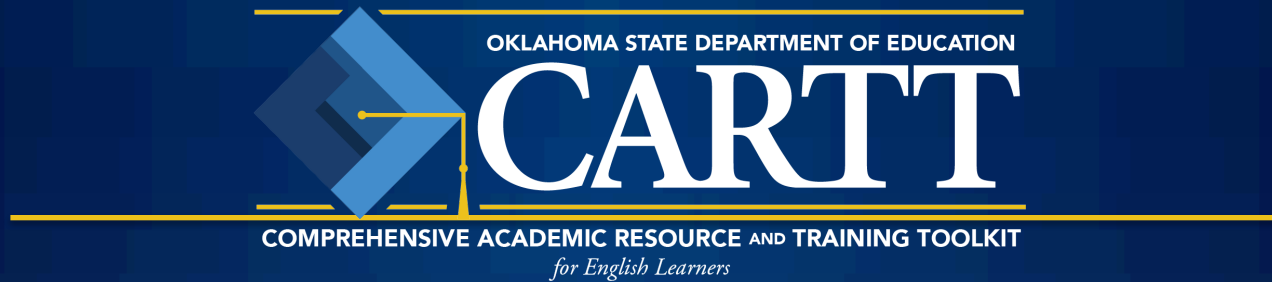Promising Practices for Language Instruction Educational Programs

Parental Engagement and Community Outreach

Resources: Literature Reviews, Sample Forms, Tools, and Useful Links

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- Available to educators on a variety of devices and in multiple environments entirely **online** (i.e., classrooms, teacher rooms, offices, etc.)

- Accessible through **mobile phones** and **tablets,** in addition to **laptops** and **PCs**

- Each module and most of its **individual components** in easily downloadable PDFs, so that it may also be accessed offline and distributed in hard copy format

CARTT

- Each module contains components designed to help educators reach **specified objectives**

- Modules support Educators to become more knowledgeable of their EL students' **academic needs**

- Will also provide crucial information regarding the laws for **Title III-A, civil rights** obligations, and legal guidelines for **assessing** and **testing** ELs under the WIDA consortium

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CARTT Social Media

OSDE Pinterest Boards
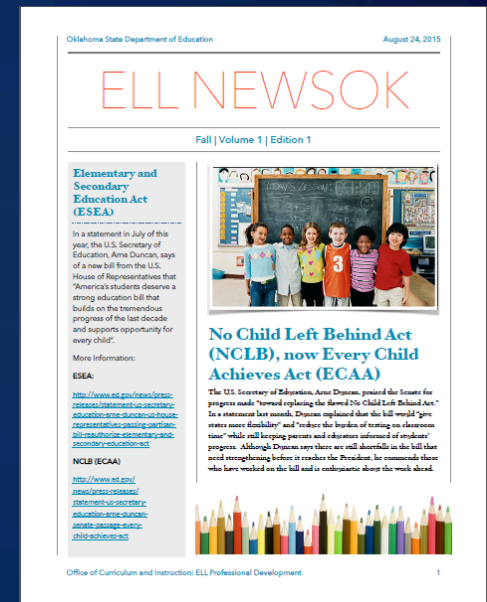https://www.pinterest.com/OSDEells/

- Curated, properly evaluated, vetted resources
- Updated monthly
- 49 boards
  - subject specific teacher tools for ELs
- 1800 pins
  - containing 99% free content

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CARTT Newsletter

- Quarterly
- *Federal Program* (Title III-A) updates
- *Oklahoma Progress* news
- *Bilingual* and *Migrant Education* updates
- *WIDA Consortium* news
- *OSDE Training* updates
- *EL Position* postings
- *Quick-fire* activity examples for EL Educators

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Thank you!

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