Virtual Workshop Series for New Teachers of English for Speakers of Other Languages (ESOL)

Session One: September 1, 2022, 3:00-4:00 pm

Presenter: Rebecca Carey, ESOL Consultant, Maine DOE

Community Agreements

- Remain muted when not speaking.
- Work to develop community by ensuring your name is properly displayed. (Indicating your school district or organization is helpful.)
- Ask questions, share resources, and contribute to the conversation through the chat. There will be time to respond to your questions and contributions at the end of the presentation.
- Respect diversity of opinion and perspective.
- Please be present and minimize distractions.
- The sessions are not recorded. The PowerPoint will be available in the Professional Learning Section of the Maine DOE Multilingual Learner Resources page.

Introductions

- Please type in the chat where you teach, what grade levels you work with, and if you are working in one school or multiple schools. If you want to include your years of teaching students who are identified multilingual learners, please do, but that is your choice.

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Learning Objectives

Deepening participants' understanding of:

- Welcoming newcomers and families
    a. Ways to support your registration process/registration staff
    b. Ways to access interpreting and translating services
    c. Elements of a culturally responsive school setting
    d. Essential information to share with newcomers
- Identifying multilingual learners
    a. Language Use Survey
    b. ELP Screeners
    c. LAC Meetings
    d. Entering ML Identified students into the student data system
        i. Important dates
- Reviewing state expectations
    a. Timeline for identification
    b. Service provision guidance

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Welcoming Newcomers and Families

Supporting your front office staff and others who take part in registration with tools, protocols, and expectations for registration and intake can help to provide a warm, welcoming environment for all families.

Providing a warm, welcoming environment for all families

- Ensure the district has set up an account with a phone interpreting service. Providing interpreting services when needed is legally required.

- Prepare front office and registration staff with an understanding of how to use the interpreting services. Familiarize yourself with the interpreting service as well.

- Post a notice in several languages in the front office and registration space to communicate to families that interpretation is provided at no cost.

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Meaningful Communication

- Have a language identification card and an interpretation notice posted and available at the front desk and any other area where the registration and intake process may occur.

- You will find a sample of each of these here:

Maine DOE ESOL Interpretation and Translation Resources

- Ensure that office staff are prepared to use these tools and access the phone interpretation service when needed.

Registration Training Resources

- [Welcoming Multilingual Newcomers at Registration Video](#)

- [Administering the Language Use Survey Video](#)

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Culturally Responsive Environments

- Key Elements

  - Greet newcomer families and students with warmth and confidence.

  - Names are so important. Take time to learn and pronounce the student's and parent/guardian's names. Make every effort to support the use of the student's name, rather than defaulting to a nickname or "American name."

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Culturally Responsive Environments

- Acculturation process awareness: Your student may be experiencing a variety of feelings and responses to their new cultural setting.
  - Euphoria
  - Culture Shock
  - Acceptance
  - Assimilation/Adaptation

Safety and Belonging are Essential

- Newcomers need to feel safe, listened to, represented, encouraged, and authentic belonging in order to engage with content and language learning.

  - *What are some classroom or small group activities that can support students in connecting with and feeling comfortable with their classmates and school staff?*

Culturally Responsive Environments

"It's about a responsibility to know, understand, respect the various backgrounds, cultural heritage, whatever it is that students bring to the classroom."

-Mandy Smoker Broaddus
From Ed Week: *What Culturally Responsive Teaching Looks Like*
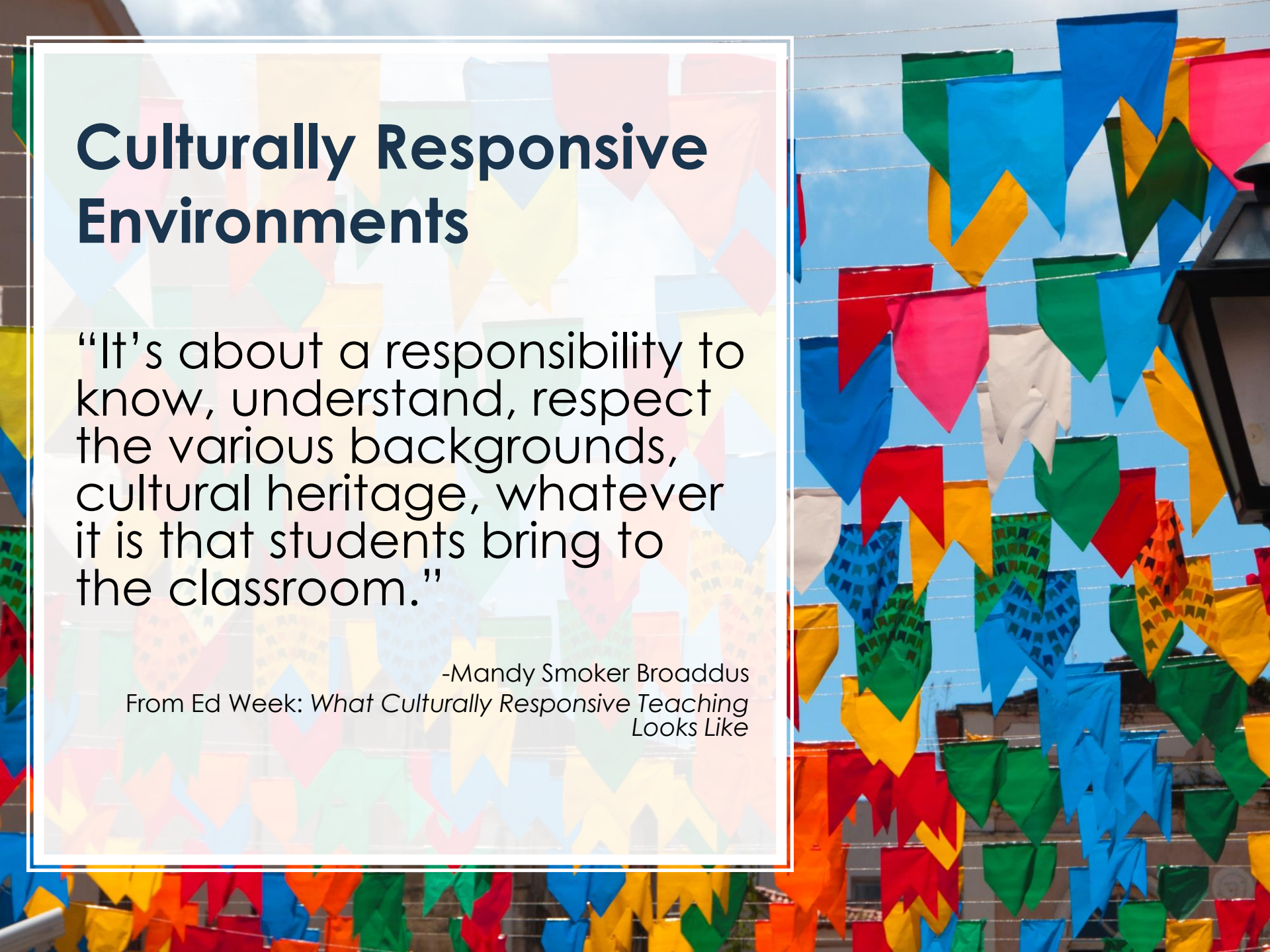
Getting to Know Your Students and Families

- [Getting to Know Your ELLs: Six Steps for Success | Colorín Colorado (colorincolorado.org)](#)

- [8 Strategies for Building Relationships with ELLs in Any Learning Environment | Colorín Colorado (colorincolorado.org)](#)

- [Cultural and Religious Observances by School Year | Department of Education (maine.gov)](#)

- **Student/Classroom Identity Charts**: [Teaching Strategy: Identity Charts | Facing History](#)

- [Connecting with ELL Families: Strategies for Success | Colorín Colorado (colorincolorado.org)](#)

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Essential Information to Share with Newcomers

- Help families understand how schools function in the US.
  - Example: The student may have had to wear a uniform and purchase their own textbooks and school supplies. How is this different from your school?
- What is the student expected to provide from home for school?
- What should the student wear for PE class?
- Snack time, lunch, bus schedules, Open House, parent meetings
- When there are fundraising events, or sales at school (book sales, etc.) ensure that parents fully understand there is no obligation to buy or donate.

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Identifying Multilingual Learners

Language Use Survey

- Each SAU must have the Language Use Survey (LUS) as part of its enrollment packet. Only the LUS provided by the Maine Department of Education is to be used and no alterations in content are permitted. Multilingual Learner Identification

- An LUS is to be given to the parents/guardians of all newly enrolled students (pre-K to 12) and used to preliminarily identify students who may not yet be proficient in English.

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Language Use Survey (continued)

- If any question on the LUS is answered with a language other than English (or with English and an additional language) the student is to be administered an English language proficiency screener. If all questions are answered with English only, no further action is required. In either case, **the LUS must be kept in the student's cumulative file**.

- The LUS is available in English and 26 of Maine's most commonly spoken languages. It is recommended to have a language identification card available at the time of enrollment so that a parent/guardian may indicate which translated version of the LUS is needed.

- Parents/guardians who are not proficient in English may require interpretation, which is to be provided by the SAU. (The Maine DOE does not endorse any particular translation/interpretation service, but a list of agencies is available here.)

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Language Use Survey Training Video

- Use this link to view a recording of a simulated enrollment and the Language Use Survey being administered.

https://www.youtube.com/watch?v=vJ05njFs3sY&t=1s

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Multilingual Learner Resources

The Maine DOE ESOL website has several new updates and offers a wide range of resources for educators and families.

- Multilingual Learner Resources
  - Terminology & Definitions
  - English Language Acquisition Service Provision and Staffing Guidance
  - ESOL Program Toolkit
  - Civil Rights & Lau Plans
  - Standards & Instruction
  - Interpretation & Translation

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Screening Potential Multilingual Learners for English Language Proficiency

- ▶ The ELP screener is the second step in identifying multilingual learners.

- ▶ WIDA Screener Online, Grades 1-12

- ▶ WIDA Screener for Kindergarten, Paper-based

- ▶ Pre-K students may be screened with an appropriate tool of the district's choice. (Many schools are using preLAS, for example.)

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English Proficiency Screener

▶ Must be completed within 30 days from enrolling.

▶ For grades 1-12, an overall score of 4.5 or higher (on a scale of 1-6) indicates proficiency in English. A score lower than 4.5 indicates that the student is a multilingual learner.

WIDA

- To administer any WIDA Screener or Test, you will need to complete an online training at wida.wisc.edu
  - Many other professional learning opportunities are available under the "Grow" tab, as well.

- If you need a secure login for WIDA, contact WIDA Client Services.
  - help@wida.us or call 866-276-7735

- Your district test coordinator will need to add you to the school/district's WIDA DRC testing platform. Talk to this person as soon as possible to set up your account.

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Language Acquisition Committee (LAC)

Members may include:

- ▶ Educators
- ▶ Administrators
- ▶ Parents or guardians
- ▶ School counselors
- ▶ Other relevant stakeholders
- ▶ Interpreter/Translator

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Student Data System

- Each student who is identified as a multilingual learner must be given an EL (ML) Start Date in your school's student data system.

- This information is uploaded to the state student data system, Synergy.

- This data is used to create student counts for funding purposes and to automatically create ACCESS for ELLs/Alternate ACCESS for ELLs test ordering.

- It is imperative that these counts are accurate and up-to-date by <u>OCTOBER 1st.</u>

- Coordinate with your school/district's student data system specialist(s)to ensure all ML students are correctly coded in both the local and state systems.

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Timeline for the Identification Process

- Students must be screened and identified as MLs within 30 days of enrolling.
- Plan carefully so that all newly enrolled students are screened and identified before October 1st, so they can be entered into the student data system and uploaded to Synergy by the October 1st count.

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Service Provision Guidance

1. The "consultation model" of services is not considered to be based on sound educational theory and should not be used.

2. MLs in English language proficiency levels one and two (as measured by WIDA assessments) should receive at least two periods of ESOL per day, and MLs above proficiency level two should receive at least one period of ESOL per day.

3. Ed Techs, tutors, or other educators cannot provide the core ESOL services required by civil rights law, even under supervision of an ESOL-endorsed teacher.

4. ESOL services can be declined by parents/guardians *only* with meaningful consent.

Service Provision Guidance

- For further guidance and details visit:

[Maine DOE Multilingual Learner Service Provision and Staffing Guidance](#)

![Maine Department of Education logo]

Service Provision Guidance

Reference your district's Lau Plan for further specific guidance.

Collaboration with Classroom/Content Teachers

- Creating schedules can be an overwhelming and daunting experience. Try to schedule time to meet with grade level teams to plan how the students will be served. Work with guidance department to schedule ESOL classes at the high school level.

- Connect with other service providers who may be working with your students, so they know when you are providing services. (guidance, speech, OT, social worker)

- Build relationships with staff and provide opportunities to contribute to their classroom communities and curriculum.

WIDA Focus Bulletin-Collaboration (wida.wisc.edu)

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ESOL Listserv and Weekly Newsletter

- Subscribe to the Maine DOE ESOL Listserv for additional professional learning opportunities, the weekly newsletter, and important announcements.

Questions??

- We will try to answer questions written in the chat.

- ESOL-related questions may be sent to April Perkins, Rebecca Carey, and/or Robin Fleck.
- April.Perkins@maine.gov
- Rebecca.Carey@maine.gov
- Robin.Fleck@maine.gov

- Please feel free to send any questions related to ACCESS for ELLs or Alternate ACCESS for ELLs to: Jodi Bossio-Smith, Jodi.Bossio-Smith@maine.gov

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Thank You!!

- Thank you for your interest and dedication to your students. These workshop sessions are designed to be of benefit to you. Our next session will be on Thursday, September 15 @ 3pm.
- Topics will include:
  - how to effectively use the LAC meeting
  - how to create and use an ILAP
  - how to manage parent conferences/communications
  - entering information for MLs into the student data system

- I look forward to meeting with you next time and plan to have time for participants to share their successes and challenges.

- *See you in two weeks!*

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