

Promising Practices in Next Generation Learning Models for English Language Learners

August 29, 2017
1-2 p.m. EST.

Presenters:

Daniel Sass, Assistant Principal, International High School at Langley Park (IHSLP)

Mariela Spejh, Minnesota Executive Director, Distinctive Schools

Jaime Barraza, Director of Biliteracy, Distinctive Schools

Laureen Avery, Director of Northeast Regional Office, UCLA Center X, Project Exc-EL Schools

Nat Truong, Policy Director, iNACOL

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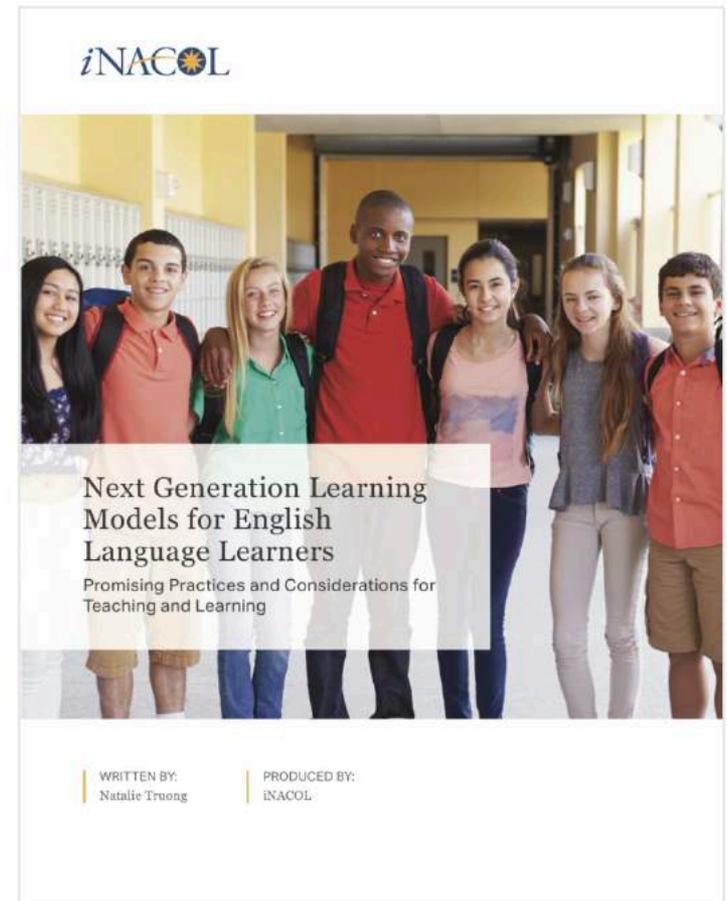
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International Association for K-12 Online Learning

Webinar Logistics

- Type questions in the chat window.
- The webinar is being recorded and the link and presentation will be emailed out to those who registered for the webinar in the next couple of days.
- Archive also available on the iNACOL website
- Share what you're learning on social media using #ELL and @inacol

Welcome

- Presenter: Natalie Truong, iNACOL
- Purpose of webinar: Share promising practices on new models for English Language Learners.



Next generation learning models for English Language Learners: the imperative

- Why ELLs?
- Why next gen learning models?

Competency-Based Education and Designing for English Language Learners

Definition design elements for competency-based education systems	ELL considerations	Competency-based education system for ELL students
<p>Students advance upon demonstrated mastery.</p>	<p>Education programs serving ELL students need to meet every learner where they are, in both academic content and language development, and make sure they grow and progress.</p>	<p>ELL students receive the time, instruction, strategies and supports, as needed, to reach mastery in language development, literacy and academic content.</p>
<p>Competencies include explicit, measurable, transferable learning objectives that empower students.</p>	<p>ELL students benefit from the integration of content standards and language development standards and tools to help them access content learning objectives.</p>	<p>Competencies for ELL students include those for language, literacy and academic content.</p>
<p>Assessment is meaningful and a positive learning experience for students.</p>	<p>Assessments generate feedback for ELL students and provide next steps in language development and content learning objectives.</p>	<p>Assessments for ELL students are ongoing, aligned with both English language development standards and academic standards.</p>
<p>Students receive timely, differentiated support based on their individual learning needs.</p>	<p>Instructions, supports, interventions take into account ELL students' entry points (language development level, prior knowledge, etc.).</p>	<p>ELL students receive targeted feedback and strategies based on their specific language and academic learning needs.</p>
<p>Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.</p>	<p>Definition of student success is broadened for ELL students to include language, academic and lifelong learning skills.</p>	<p>In addition to enhancing students' language, literacy and academic learning, ELL students also receive support in the skills and dispositions essential to success.</p>

Next Generation Learning Models for ELLs

- Core principles in next gen learning for teaching and learning
 - Redefining success for ELLs
 - Assessment of and for learning
 - Personalized learning approaches
 - Building educator role and capacity

Emerging themes from the field

- Some education programs are:
 - Creating a culture and climate dedicated to continuous improvement.
 - Updating and building educator capacity and professional development as needed to serve ELL students in a personalized, competency-based environment.
 - Designing ways to meet ELL students where they are.

Presenters

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- [Laureen Avery](#), Director of Northeast Regional Office, [UCLA Center X](#), [Project Exc-EL Schools](#)
- [Natalie Truong](#), Policy Director, [iNACOL](#)

International High School at Langley Park (IHSLP)

Presenter: Daniel Sass, Assistant Principal

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Who We Are



- 4-year public high school that serves immigrant, refugee, and newcomer students and families from NW Prince George's County, MD. → 25 countries, 15 languages
- Founded in 2015 as part of partnership between the Internationals Network for Public Schools, Springpoint, CASA, and Prince George's County Public Schools.
- Currently provide 300 students in grades 9-11, all ELLs or RELs, with personalized, competency-based education.
- Align instructional model with core values of *empowerment, collaboration, and critical thinking*. EC²!

Who We Are



IHSLP students collaborating on a project during a club meeting for the IREX WorldSmarts STEM Challenge.

Competency-Based Education



Social Emotional

- Self-awareness
- Social Awareness
- Self-Management
- Decision Making
- Relationship Skills

Language

- Read
- Write
- Speak
- Listen

Critical Thinking

- Gather and Organize Information
- Propose a Claim
- Plan
- Compare and Contrast
- Use Technology
- Model
- Analyze Information
- Analyze Data
- Summarize
- Reflect & Revise

Content

- Math
- Science
- Social Studies
- Physical Education
- Art
- English
- Health
- Technology
- World Languages
- Literacy

Competency-Based Education



- **Teachers have essentially reformatted PGCPs curricula to allow for mastery-based approaches in all classrooms.**
 - **All centered on assessment**
- **Daily assessment of content, language, SEL, and critical thinking objectives**
 - **With personalized feedback and opportunities for remastery a critical part of the assessment process**
- **Weekly formative performance assessments**
 - **Usually part of a larger unit-long mastery project**
 - **Data gleaned from formative performance assessments is then used to personalize student learning and identify appropriate interventions**

Performance Assessment



IHSLP students experiment with perspective, grayscale image, and lighting during an art and photography lesson.

Personalized Learning



- Every instructional unit and every content mastery project is centered on IHSLP's ACE model, which offers flexible pacing and multiple opportunities for student choice.
 - Acceleration - Students select their own learning objectives and dictate their own pacing within one specific course or multiple courses
 - Collaboration - Students work in small cooperative learning groups and both provide and receive language and/or content support
 - Engagement - Personalized interventions for students who need additional time, engagement, instruction, or other bridges in order to master course material

Personalized Engagement



An IHSLP teacher uses technology to bring robotics to life during a science lesson.

Redefining Success for ELLs



- **Failure (and the stigma that comes along with it) is not an option at IHSLP**
 - Multiple opportunities to demonstrate mastery
 - Driver's License analogy
- **Increasing attendance, decreasing suspensions**
 - Restorative practices directly aligned to SEL skills
 - Repair and restore vs. scold and suspend
- **College and Career Readiness woven into content classrooms, advisories, extracurricular offerings**
 - AP for all - over 90% pass rate in Y1 and Y2
 - Student Government and National Honor Society
 - Interscholastic athletics w/ SAT prep + college visits

College and Career Readiness



An IHSLP student prepares to speak with members of the United States House Committee on Foreign Affairs during a summer program with “Kids In Need of Defense,” a school community partner.

Contact Info



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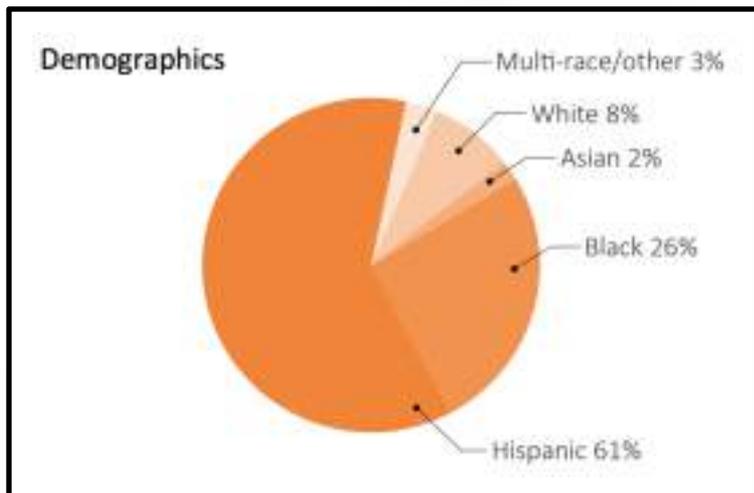
Distinctive Schools

*Presenters: Mariela Spejh, Minnesota Executive Director
Jaime Barraza, Director of Biliteracy*

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Current Portfolio



13% Special Education
36% English Language Learners
85% Free and Reduced Lunch



Learner Profiles

We believe that profiles are a 21st century tool to foster relationships and resource to communicate our likes, motivations, goals, preferences and habits. Teachers, students and families work together to create a profile to inform how a student will access, engage and express their learning. The learner profile is a co-created document that changes and grows with our students.

Flexible Learning Environments

We believe there are 3 teachers in our classrooms: the teacher, the student and the physical space. We intentionally leverage time, talent, technology and space to design learning environments to support a personalized learning experience for every student.

Language & Culture

Student background

Relationship with languages

Family story

Scaffolded support

Classroom-embedded Support

Diversity of:

age & grade level

proficiency level

target language

Personal Learning Path

We believe that a learning path is designed and developed from the information in a learner profile, the resources in the learning environment and the individual student goals informed by assessment. Teachers and students work together to design the path to mastery through student ownership and varied learning experiences.

Competency Based Progression

We believe that evidence of true mastery is demonstrated through ongoing assessment across skills, standards and subjects. We utilize a personal learning path aligned to a proficiency scale to accelerate and inform student readiness to demonstrate mastery.

Language infusion

Students aware of their language proficiency

Linguistically appropriate assessment review

Goal setting

WIDA's Can Do Philosophy

Language infused goals

Progress reports with language focus



PERSONALIZED LEARNING DESIGN

The Distinctive Schools model is based on the foundation that in order to scale Personalized Learning for all campuses there are basic design needs that are prioritized to enable Personalized Learning environments. This hierarchy of design needs ensures a solid foundation is in place to support student achievement. (i.e. in order to reach mastery- we need schedules, teachers and culture first)

CREATE

Personalized Path, Planning,
Mastery and Reflection

This level of design considers the **planning and learning** tasks for all learners. During this time we consider programs, resources, best practices and data through the lens of the learner profile to inform varied learning experiences. We intentionally focus on ownership of learning experiences for staff and students. Design elements considered around ongoing **reflection of mastery**, assessment, feedback and advancement to meet goals and determine next steps in learning.

COLLABORATE

Culture & Relationships

The next level of design needs are **relationship centered**. Learner relationships are at the core of all decision making. Fixed components of our model are determined through data, feedback, voice and choice of staff and students. A learner profile is co-created for each student and staff member and used as the basis for all decision making. The profile is intentionally designed identifying strengths, needs, motivations and goals to drive staff and student learning.

COMMIT

Operational Alignment

The most basic design needs of all are those that are necessary for **operation** of a school on basic levels for students, families and teachers include alignment of staffing, roles, space utilization, scheduling and grouping.



English Language Development Scaffolding Wall

Observing, writing, exploring, discovering, noticing and WONDERING

- Academic Vocabulary
- Content Theme Based
- Thinking Maps
- Hands-On Experiments
- Peer Modeling
- Visuals | Videos
- Realia | Reach
- Prior Knowledge

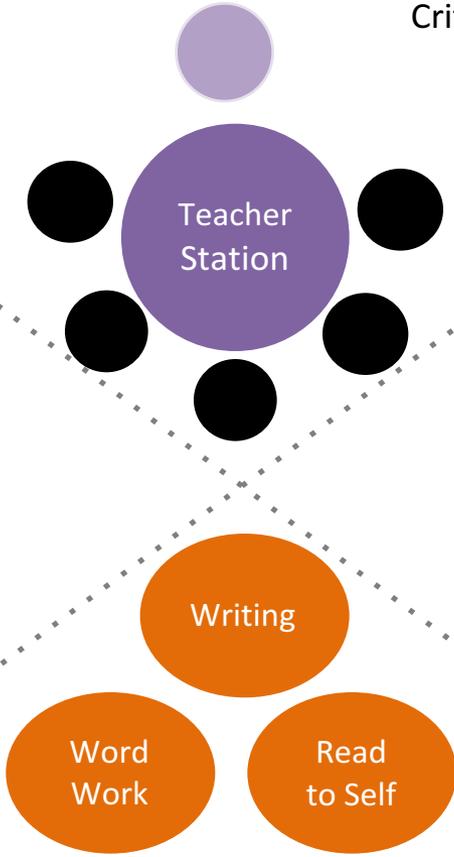


Teacher Focus Bilingual Wall

Reading strategies, vocabulary, comprehension, writing, phonics, grammar, and spelling

High Frequency words,
Poetry, Fiction, NonFiction
Critical Academic words

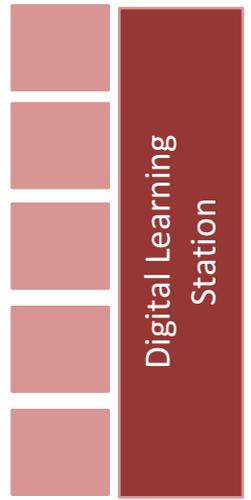
Bilingual Alphabet
Language Support
Daily content oracy
building



Everybody matters,
Champion safety and belonging, Cultural Competence Wall

Independent practice, differentiation, explore and expand literacy

Bilingual Library, Visual Literacy Frames, Word Sorts, List/Sort/Label, Journal prompts, Sentence Stems, Big Book, Emotional Vocabulary



Native language, animations, videos, songs, print concepts, alphabet knowledge, vocabulary development, fluency comprehension

Digital Language and literacy integration

Empowering, Learning Profile, Student Data Wall

ExcEL Schools

Excellence for English Learners

Presenter: Laureen Avery, Director, UCLA Center X Northeast Region

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Program background

- ExcEL addresses the unique needs of school districts with substantial EL populations by helping to provide a comprehensive education for students regardless of language ability. The project uses a data-driven, tiered approach to instruction that builds on community partnerships to create personalized learning opportunities for students inside and outside of school.
- Current sites in NY (Tarrytown, Ossining) and CT (Shelton)

Language competencies

- The promising practices highlighted was the use of language learning progressions to support students in a personalized, competency based system.
- Language progressions were developed to describe student performance in their use of academic language and are intended as an integrated assessment of language and content development. Why is that important? Because that is how people learn, and the only way we can share and assess knowledge is through communication.

- The traditional system of separating the instruction and assessment of language development from content development works against student growth. In a competency-based system, language development is embedded in content. Instruction and assessment must be integrated. Language progressions are the key to pulling these elements together in a system designed to personalize instruction for ELs.
- ExcEL schools assemble collaborative teams that include ESL and mainstream teachers. Content area or mainstream classroom teachers use language progressions as formative assessments with their students. Student work is recorded or captured and discussed with team members for the purpose of creating *personalized* instructional responses for each student.

The language progressions add concrete, observable, measurable competencies to this familiar process, and give *every* teacher the tools and impetus to help their students improve their communication skills. Progressions inherently shift instruction and assessment of ELs from a fragmented to a holistic approach that places equity at the center of instruction.

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Q & A

- Please submit your comments in the chat box

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