Addressing the Gap:

Resources and Tips for Returning to School

July 1, 2020

MISSISSIPPI DEPARTMENT OF EDUCATION

Melissa Banks, LeighAnne Cheeseman, Sandra Elliott

Technology Support Specialist,
Assistant State Literacy/English Learner Coordinator (K-3),
English Learner Intervention Support Specialist

Session Norms

- Mute your computer to reduce background noise.
- Add questions in the chat.
- Link for sign-in sheet is provided in the chat.

This session is being recorded!

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

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

MISSISSIPPI DEPARTMENT OF EDUCATION

Session Goals

Addressing the Gap
- Identifying current levels
- Addressing the learning gaps
- Supporting growth
- Pacing Technology

Poll Question

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

a. 100% traditional school
b. 100% virtual school
c. A hybrid model using both in school and virtual school
d. I do not know

6 Key Considerations for Supporting ELs with Distance Learning

1. Develop and maintain a powerful connection between home and school
2. Focus on rich academic language
3. Emphasize oral language
4. Teach thematically
5. Utilize specifically differentiated instruction
6. Encourage continued development of the home language as well as English

MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright *future* for every child

Tools for Identifying
Current Levels

- Language levels
- Academic levels

How do we know where they are linguistically?

Using ELPT Scores	Without ELPT Scores
Student Proficiency Report	EL Progress Checklist
Diagnostic screener data	Diagnostic Screener Data
Parent and Teacher input (EL and general education)	

The Student Proficiency Report

Student Proficiency Report

Test Date: 06/01/11

LAS Links – Language Assessment System

IVETTE J ALVAREZ
Birthdate: 05/01/00
Gender: Female
Student ID#: X5499892

Grade: 05
Form/Level: A/3
Class: Gonzales
School: International School
District: MARINA

Skill Area	Scale Score	1 Beginning	2 Early Intermediate	3 Intermediate	4 Proficient	5 Above Proficient
Speaking	616	320-448	449-474	475-510	511-558	559-635
Listening	557	350-457	458-489	490-527	528-583	584-630
Reading	567	360-469	470-504	505-535	536-589	590-680
Writing	457	290-434	435-498	499-537	538-584	585-680
Overall*	549	330-452	453-491	492-527	528-578	579-656
Comprehension**	564	340-490	491-508	509-530	531-572	573-670
Oral***	593	300-451	452-484	485-515	516-579	580-680

*Overall Scale Score is an average of Speaking, Listening, Reading and Writing.
**Comprehension is based on designated items in the Listening and Reading skill areas.
***Oral is based on all items in the Listening and Speaking skill areas.

All teachers with EL students need to be given this data at the beginning of every school year.

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

40

Student Proficiency Report

Language Context Strands	Speaking			Listening			Reading			Writing		
	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible
Social, Intercultural, and Instructional Communication	8	13 ▲	13	6	5	8	11	10	14	8	7	10
Foundational Skills	---	---	---	---	---	---	---	---	---	---	---	---
Language Arts, Social Studies, History	12	7	14	4	4	6	6	4	8	8	4	11
Mathematics, Science, Technical Subjects	12	7	14	5	4	6	6	4	8	9	4	11
Academic*	22	14	28	9	8	12	12	8	16	17	8	22

RGA: The Reference Group Average is the expected average performance of the student sample used in LAS Links Field Testing.

*The Academic scores for each Skill Area include all language context strands except the 'Social, Intercultural, and Instructional Communication' strand.

▲ = Indicates student scored at or above Reference Group Average.

X = Scores not reported for strands with less than three points.

N/A = Not Applicable

INV = Test Invalidation

MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright future for every child

11

Student Proficiency Report

Language Context Strands	Speaking			Listening			Reading			Writing		
	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible
Social, Intercultural, and Instructional Communication	8	13 ▲	13	6	5	8	11	10	14	8	7	10
Foundational Skills	---	---	---	---	---	---	---	---	---	---	---	---
Language Arts, Social Studies, History	12	7	14	4	4		6	4	8	8	4	11
Mathematics, Science, Technical Subjects	12	7	14	5	4		6	4	8	9	4	11
Academic*	22	14	28	9	8	12	12	8	16	17	8	22

RGA: The Reference Group Average is the expected average performance of the student sample used in LAS Links Field Testing.

*The Academic scores for each Skill Area include all language context strands except the 'Social, Intercultural, and Instructional Communication' strand.

▲ = Indicates student scored at or above Reference Group Average.

X = Scores not reported for strands with less than three points.

N/A = Not Applicable

INV = Test Invalidation

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

12

EL Teacher Checklist

- Based on the LAS Links Proficiency Level 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 Teacher Checklist Draft Page

Kindergarten EL Progress Checklist

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 _____

Additional comments:

Speaking (K)

Above Proficient	Proficient	Intermediate	Early Intermediate	Beginning
1. The student can produce simple sentences and use correct grammar when: *(check all that apply)* ❑ making requests ❑ asking for clarification ❑ describing situations 2. The student can narrate a story with extensive and accurate: *(check all that apply)* ❑ vocabulary ❑ grammar appropriate for their age	1. The student can produce simple sentences and use correct grammar when: *(check all that apply)* ❑ making requests ❑ asking for clarification 2. The student can use appropriate words and phrases to: *(check all that apply)* ❑ 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. Minor errors ❑ do not interfere with communication	1. In social and academic settings, the student can use appropriate words and phrases when: *(check all that apply)* ❑ 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: *(check all that apply)* ❑ mostly accurate ❑ limited 3. The student provides ❑ mostly clear information although errors interfere with communication	1. In social and academic situations, students typically use basic vocabulary and simple phrases to: *(check all that apply)* ❑ 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: *(check all that apply)* ❑ restricted vocabulary ❑ developing grammar which limits expression 3. Errors ❑ frequently impede communication	1. The student is starting to develop: *(check all that apply)* ❑ receptive skills in English ❑ productive skills in English

Based on LAS Links Proficiency Level Descriptors

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

EL Teacher Checklist Draft Page

Ninth – Twelfth Grade EL Progress Checklist

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 _____

Additional comments:

Reading (9-12)

Above Proficient	Proficient	Intermediate	Early Intermediate	Beginning
1. The student *(check all that apply)* ❑ 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	1. The student typically *(check all that apply)* ❑ 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. Errors ❑ do not interfere with comprehension	1. The student typically *(check all that apply)* ❑ 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 *(check all that apply)* ❑ recall stated and implicit details, ❑ distinguish main ideas, ❑ compare and contrast information ❑ draw conclusions, and ❑ make some inferences 3. Errors ❑ interfere with comprehension	1. The student *(check all that apply)* ❑ 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. Errors ❑ frequently impede comprehension	1. The student is starting to develop: *(check all that apply)* ❑ receptive skills in English ❑ productive skills in English

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright *future* for every child

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
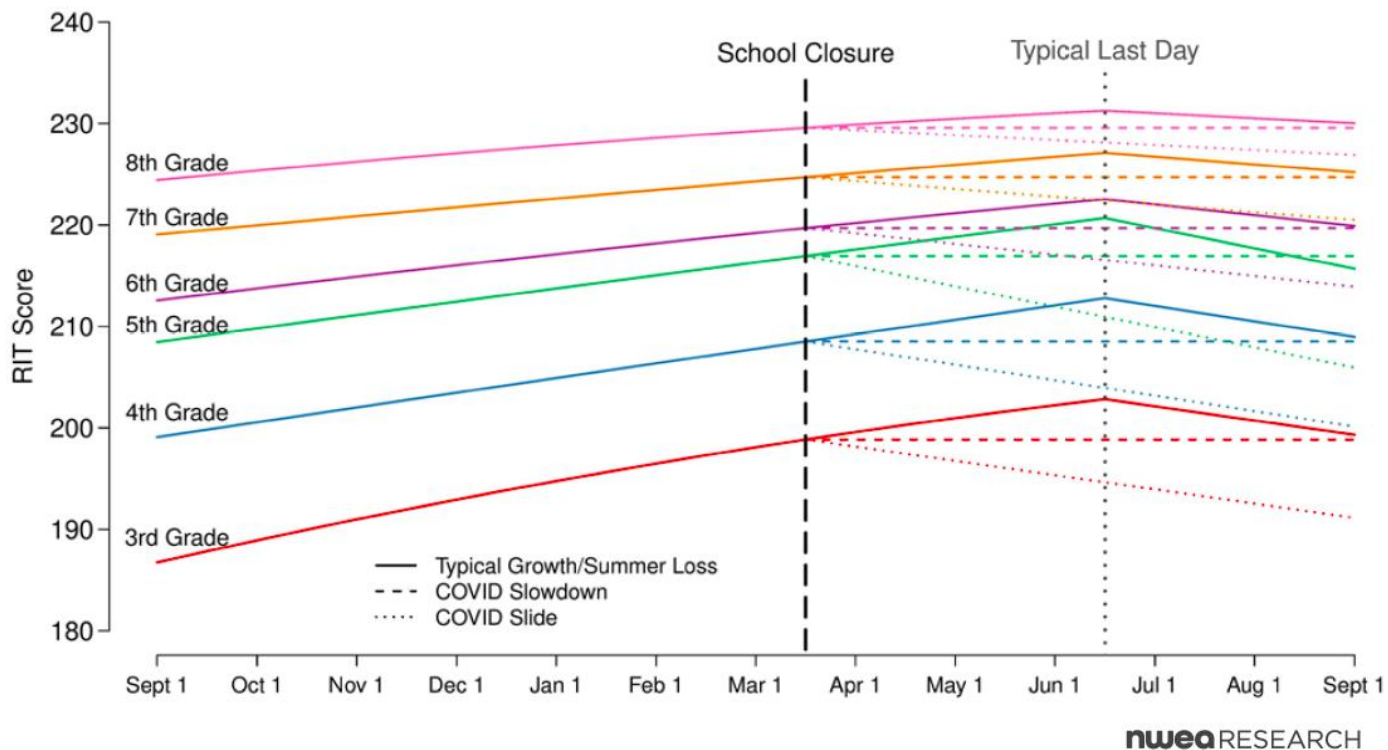
Addressing the Gaps

Summer Slide +

- Linguistic
- Academic

Explaining the Summer Slide

- Term used to describe the learning loss students can experience over the summer while they are out of school

- In an average school year, students can be expected to lose 20% of their year's learning gains in ELA, and 27% of their year's learning gains in mathematics

- However...

MISSISSIPPI
DEPARTMENT OF
EDUCATION

Concerns Due to COVID-19: Mathematics

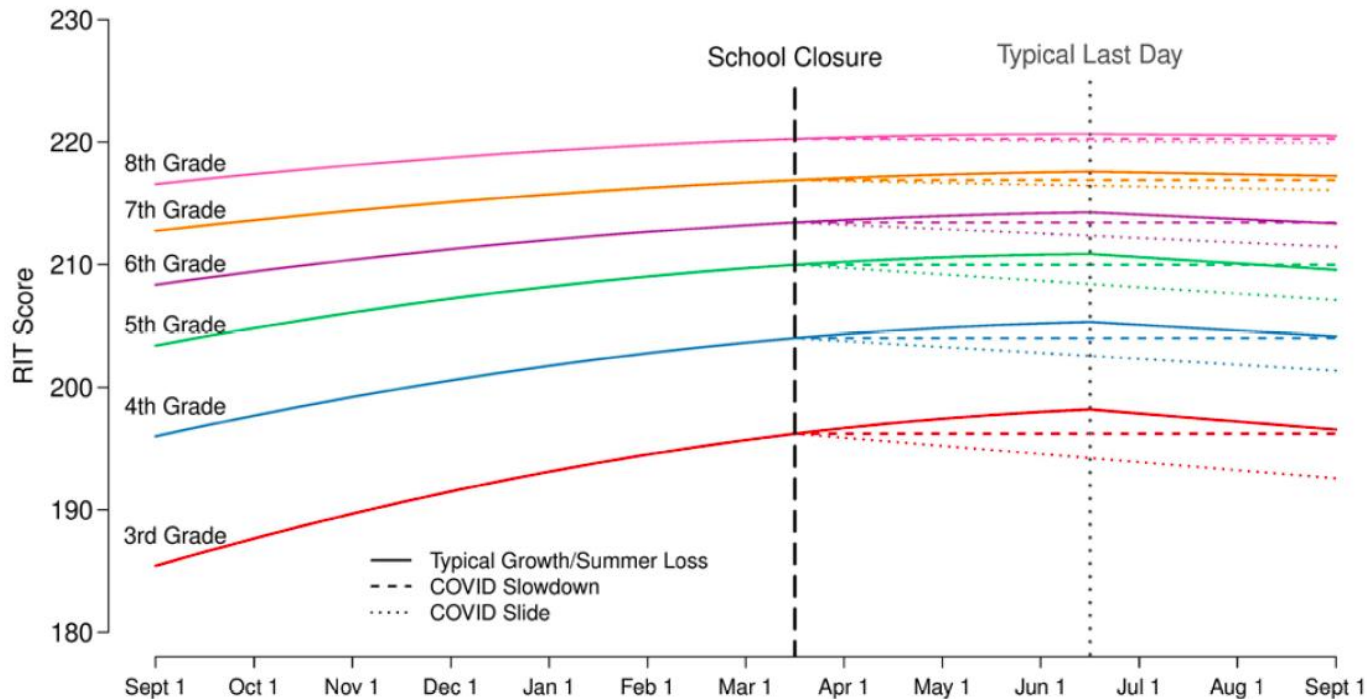**Figure 1. Mathematics forecast**

Concerns Due to COVID-19: ELA

Figure 2. Reading forecast

Considerations for English Learners

- In addition to possibly losing content knowledge over the summer months, English Learners also have the *potential* to lose some of the gains they made with their language acquisition

- Even if they are not actively practicing using their English, ELs can still build strong foundations for future learning by continuing to engage with learning over the summer *in their first language*

Summer Learning vs. Summer Slide

- Reading and talking about texts in their home language

- Expanding L1 vocabulary will provide a foundation for L2 acquisition

- Watching television and movies in English is still exposure to English – encourage it

"There is no one reality students have experienced as they were out of school. Nor was anybody static. Everyone had experiences that will influence them and that they can draw from... All students will come to school having learned, whether learning entrenched in academics or focused more squarely on pragmatic life lessons. **All learning and experiences have value.**"

MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright future for every child

How are students' needs unique during COVID?

All students now have interrupted schooling

- Stress

- Literacy and academic gaps

- Frustration

- High risk of dropping out

Addressing Content Amidst Unfinished Learning

Emphasize Oral Language

Students must be talking and actively producing language

- Emphasize oral language even in virtual spaces.

- During videotaped or live read alouds: model thinking aloud, ask comprehension questions, leave time for students to think and respond (even if no one is there to hear their answers)

- Practice academic vocabulary and fluency with chants and songs. For students without an online option, send home chant and song booklets, and encourage students to practice with their families.

- Incorporate technology to break students into smaller groups to discuss content material/topics

MISSISSIPPI
DEPARTMENT OF
EDUCATION

Principles and Strategies for Addressing Unfinished Learning

1. Stick to grade-level content and instructional rigor

2. Focus on the depth of instruction rather than the pace

3. Prioritize content and learning

4. Maintain the inclusion of every learner

5. Identify and address gaps in learning through instruction

6. Focus on the commonalities that students share in this time of crisis, not just their differences

Stick to Grade-Level Content and Instructional Rigor

- Keep the focus on grade-level content and rigor

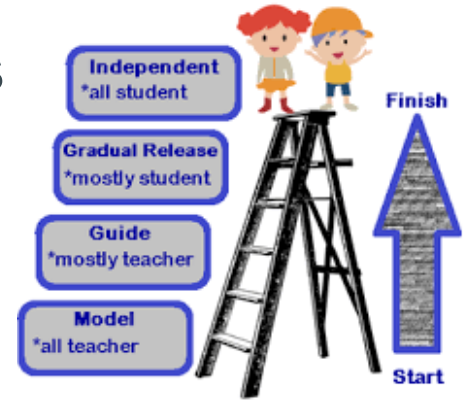- Address learning gaps as needed with the context of grade-level work

Academic Standards

Stick to Grade-Level Content and Instructional Rigor

What should we do?

- Provide scaffolded support to help students comprehend the content being taught

- Allow students the opportunity to express thinking and ideas with peers

- Incorporate daily re-engagement of grade-level content

Focus on the Depth of Instruction, Not the Pace

- Utilize a "just in time" teaching strategy

- Take the time to provide patient, in-depth instruction

- Allow issues related to gaps or unfinished learning to surface naturally

- Address gaps in the context of grade-level work

Prioritize Content and Learning

- Consider: What is the importance or purpose of this topic?

- What is expected level of rigor by the district?

- What are the associated language demands?

Ensure Inclusion of Each and Every Learner

- <u>Some</u> ELs may have been disproportionately affected by the recent school closures

- While remediation may be needed, it is essential that all ELs have equitable access to engaging grade-level content and instructional rigor

  The greater the level of inclusion, the greater the level of academic growth.

Ensure Inclusion of Each and Every Learner

Maintain an asset-based view of ELs

- Emerging bilinguals bring a capacity to use language as a thinking tool

- Students from different cultural backgrounds bring new ways to think about learning that can benefit all students

ELs require the same challenging work as their peers in order to develop academically and learn content material

Focus on

- Creating learning environments that feel both physically and psychologically safe for students and staff

- Reengaging students

- Emphasizing the importance of the school community and the joy of learning

Engage your students in learning!

Capitalize on Commonalities, Not Differences

New common experiences that can serve as the basis for work across subjects in the first weeks of school:

- virus

- school closures

- social distancing

- nationwide protests

We're all in this together! Even if we can't hold hands right now.
Image by Open-Free-Vector-Images from Pixabay

Capitalize on Commonalities, Not Differences

Provide educators with a way to focus on grade-level texts and content that
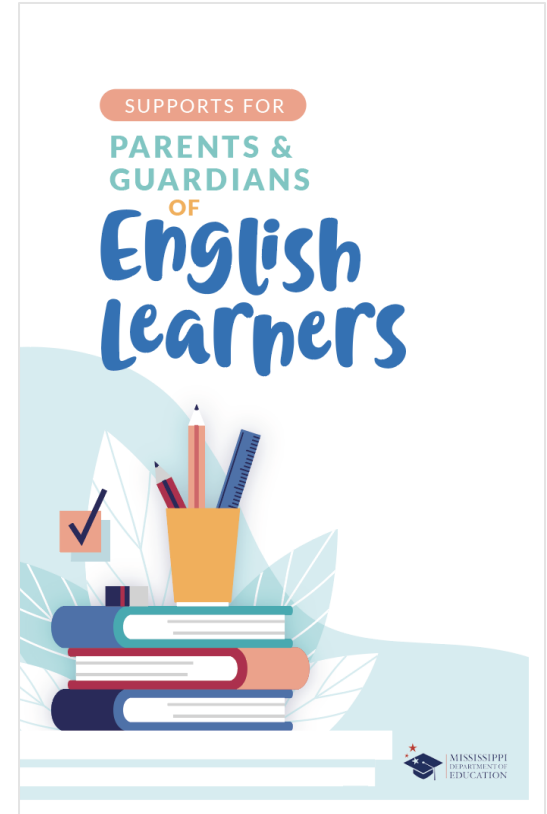
- is less dependent on prior learning and

- is engaging and topical

- reaffirms students' understanding of themselves as members of a learning community

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

MISSISSIPPI
DEPARTMENT OF
EDUCATION

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

MISSISSIPPI
DEPARTMENT OF
EDUCATION

MISSISSIPPI
DEPARTMENT OF
EDUCATION

Pacing the Integration of
New Technology

Integrating Technology

What instructional activities **must** be completed <mark>with the teacher?</mark>

- Skills/lesson introduction

- Guided practice

- Modeling speech and pronunciation

How can these activities be shifted to a digital setting?

Integrating Technology

What instructional activities can be completed <mark>independently?</mark>

- Center activities

- Independent practice

- Enrichment activities

- Unit review

How can these activities be shifted to a digital setting?

MISSISSIPPI
DEPARTMENT OF
EDUCATION

Integrating Technology

What **technology tools** are you currently using in your classroom?

- Quality over quantity

- Start early, use often

- Provide training for students and families (how-to videos, step-by-step guides with images)

Integrating Technology

What **accessibility tools** are available to level the playing field for your students?

- Device

- Online tools and resources

- Training for students and families

Speech-to-text

Text-to-speech

Translation tools

Closed captioning

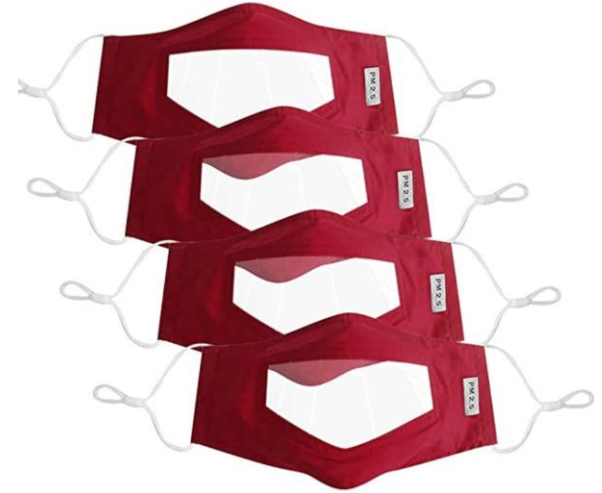Visual supports

Dictionaries/ glossaries

Organize your digital classroom

- Where will assignments and content be posted?

- When will assignments be due?

- How many assignments will students complete each week?

- How will students and families contact you?

- How will you provide interaction with you and other students?

- How will you provide feedback to students?

- How will you celebrate hard work and accomplishments?

Consistency is key!

MISSISSIPPI
DEPARTMENT OF
EDUCATION

General Suggestions

- Mask with clear mouth
- Social Emotional learning is going to need regular check-ins
- Focus on what we can do…don't stress over what we can't change

CEUs &
RESOURCES

CEU Information

An email will be sent with information regarding CEUs with

- A link for the evaluation

- A link to sign-up for CEUs/payment information

Please make sure you have uploaded or emailed your independent practice items by close of business July 1, 2020.

Resources

- Addressing Unfinished Learning After COVID-19 School Closures June 2020 Council of the Great City Schools: https://tinyurl.com/y7te54v6

- MDE Guidance on Extended Distance Learning for English Learners: https://tinyurl.com/ydf8zp89

- Digital Learning Plan: https://tinyurl.com/y7n333pw

- Digital Learning Lesson Plan: https://tinyurl.com/ydfrd7mv

Student Intervention Supports

Bureau Director
Laurie Weathersby
lweathersby@mdek12.org

Behavior Specialist
Ginger Koestler
gkoestler@mdek12.org

Secondary Specialist
Jayda Brantley
jbrantley@mdek12.org

English Learner Specialist
Sandra Elliott (PreK – 12)
selliott@mdek12.org

Gifted Specialist
Jen Cornett
jcornett@mdek12.org

Technology Specialist
Melissa Banks
mbanks@mdek12.org

MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright future for every child

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

Farrah Nicholson
Office Director
Office of Federal Programs
fnicholson@mdek12.org

MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright future for every child