>> Hello. My name is Francine Dutrisac and I'm here with Paula
Zucker and Ana Sainz de la Peña. Welcome to the three-part
webinar entitled Evidence of Language Use, Progress Monitoring
for English Learners in Multi-tiered Systems of Support.

>> The broadcast is now starting. Attendees are in listen-only
mode.

[Pause]
This three-part webinar will focus on the following topics.
Part one, language use and the state-required reclassification
monitoring and re-designation of English learners. Part two,
targeting progress monitoring of language use for English
learners. And finally part three, connecting WIDA tools to
collecting evidence of language use. Each of the webinars are
recorded and will be archived on the PaTTAN website.
In order to be Awarded Act 48 credits, you must attend all three
webinars. Please contact Marci Davis at Mdavis@PaTTAN.net if
you are participating as a group. To receive Act 48, you must
complete the SurveyMonkey provided at the end of this webinar.
The mission of the Pennsylvania Training and Technical
Assistance Network is to support the efforts and initiatives of
the Bureau of Special Education and to build the capacity of
local educational agencies to serve students who receive special
education services.
PDE is committed to the least restrictive environment,
recognizing the placement decision is an individualized
education program, IEP, team decision. Our goal for each child
is to ensure IEP teams begin with the general education setting
with the use of supplementary aids and services before
considering a more restrictive environment.
In today's webinar, we will focus on the collection of evidence
of language use and the interpretation and implementation of the
PDE state-required reclassification monitoring and redesignation
of English learners for the 2017-2018 school year. We will also
examine how the document will impact instruction and assessment
of English learners.
Our outcomes are as follows. Participants will analyze and
connect research-based practices with an emphasis on language
use. Participants will examine the process of collecting
evidence of language use and the PDE state required
reclassification, monitoring, and re-designation of English
learners. Participants will design a local plan to collect
evidence of language use to meet the requirements of the
reclassification process.
To situate this webinar, we must first talk about equality
versus equity.
In the first image on this slide, it is assumed that everyone

will benefit from the same supports. They are being treated
equally.
In the second image, individuals are given different supports to
make it possible for them to have equal access to the game.
They are being treated equitably.
In the third image, all three can see the game without any
supports or accommodations, because the cause of the inequity
was addressed. The systemic barrier has been removed.
In instruction and assessment, we should focus on removing any
systemic barrier.
As we continue to think about culturally responsive practice, we
must consider what is an educational system.
Before we can act systematically, we need to know what aspects
of a system we need to involve. We need -- NCRESST [phonetic]
has developed a conceptual framework for understanding
culturally responsive educational systems that identifies three
key elements that comprise an educational system: the people,
the practices, and the policies.
People are key, since educational systems are created to educate
people, infants, children, adolescents, and adults. Educational
systems employ people. Teachers and other school practitioners
work together to create effective learning communities for the
students they serve. School leaders and other administrators
help keep the system flowing so that students enter, progress
and graduate, and teachers and other personnel are recruited,
hired, coached, evaluated, and retired in a constantly flowing
process.
Policies help to guide the people side of the work. They are
created to maintain the learning process and reduce the amount
of effort expended on activities other than learning, like
getting supplies to the classroom, deciding which students are
assigned to which teachers, and making sure that there are
enough books, desks, classrooms and buildings to house all the
students.
Policies help parents and students know what to expect, what is
expected from them, and how the school calendar will flow from
the time that school opens until the end of the school year.
Practices are what people do.
They include simple things like how students are greeted at the
beginning of the year to how reading is taught in the classroom,
to how assessments occur.
While policies regulate the spheres in which people operate,
much of the daily work -- I'm sorry. Much of the daily practice
is up to people who do the work. Students and school
practitioners alike. Practices also include how teachers
interact with one another, their supervisors, and the building
leadership. Practices of administrators at central
administration affect lives of school personnel and the choices
they make to involve themselves in decision-making.
Why we talk about making a system culturally responsive, we mean
that people, policies, and practices need to be assessed in
terms of the degree in which they permit or impede culturally

responsive action.
So what are culturally responsive educational systems, you may
ask. Systems seek to include rather than exclude differences.
In doing so, educational systems will be enhanced with
additional cultural perspectives or lenses. Within the people
category, language minority, students, families, and community
agencies should be included. Within the practices category,
making cultural connections with each student in a class or
school must be included.
Finally, within the policies category, the need to reflect upon
inclusive practices in searching to reduce barriers for
students, families and ethnic communities should be included.
Culturally responsive educational systems are grounded in the
belief that we need to build systems that are responsive to
cultural difference and seek to include rather than exclude
difference.
Students who come from culturally and linguistically diverse
backgrounds, such as English learners, can excel in academic
endeavors of their culture, language, heritage and experiences
are valued and used to facilitate learning and development. All
students bring strengths to the learning process.
It is the charge of educators to build on these funds of
knowledge.
Culturally responsive educational systems provide professional
development for their educators and culturally responsive
practices. Culturally responsive educational systems employ
curricula that focuses on diverse points.
Culturally responsive education systems realize that individuals
are socialized differently and ensure communication strategies
used build on students' culture.
Culturally responsive educational systems provide spaces for
teacher reflection, inquiry, and mutual support around issues of
cultural diversity.
In summary, culturally responsive systems focus on three key
elements: People, policies and practices.
In this section, we will focus on policy. To be precise, on
ESSA, Every Student Succeeds Act, as it relates to the education
of English learners. The intent of the Every Student Succeeds
Act, or ESSA, is to raise achievement for low-income and
otherwise disadvantaged children.
With ESSA, there is a greater focus on English learners and a
greater level of accountability for these students.
To ensure the successful implementation of the Every Student
Succeeds Act and to progress toward educational equity for all
students will depend on the meaningful inclusion of families and
communities that represent students who are low-income, of
color, English learners, Native Americans, immigrants, and/or
those who have a disability.
Under ESSA, there is a greater reporting of data concerning
English learners. With ESSA, it is now required to monitor
English learners who have exited English learner status for four
years. Two years of documented monitoring and two years of

reporting to PIMS. It is now required for EL data to be disaggregated also by English learners with disability.
Under ESSA, there will be a greater accountability for long-term English learners. Local educational agencies now must report the number and percentage of English learners served by Title III who have not attained English language proficiency within five years of initial classification as an English learner.
Under ESSA, states are required to establish standardized statewide English learner entrance and exit procedures. The Pennsylvania Department of Education has developed guidance concerning English learners. It can be found on the PDE web page entitled Educating English Learners. So if you Google PDE and educating English learners, you will find it all in that location.
The Pennsylvania ESSA plan that was recently approved by USD, the long-term goals under the plan include reducing number of students who fail to graduate, increasing the number of students who achieve proficiency on PSSA and Keystone exams. And the one that is of importance to us today is the last one, supporting English learners in growth toward achieving English proficiency.
Under the state plan, Pennsylvania must make English learner reclassification that goes beyond using -- I'm sorry, make the EL reclassification criteria go beyond using the WIDA access for test scores. Also, examine as an additional reclassification criterion English learners evidence of language use. The language use to be evidenced is complementary, not duplicative. Examines collaborative interactive language uses, is assets-based and student-focused.
New terms have come to the horizon.
Those are a few that have popped up in the last year.
Language instruction educational program is now the term, umbrella term, used that encompasses bilingual programs, dual immersion programs, mixed class bilingual, EL-specific transitional instruction, EL specific English-only instruction.
All of those are now under the umbrella term "language instruction educational program" or LIEP.
English language development is now the term that is going to be used instead of ESL classes.
So instead of referring to ESL classes, we are now referring them to as ELD, or English language development classes.
Reclassification is the term used instead of exit.
WIDA screener is the computerized version of the WIDA -- the W-APT. The W-APT is still available for kindergarten in paper version.
And the W-APT is also available as an accommodation in a paper version.
But, most of the testing from grade 1 to grade 12 for screening students for English language proficiency is now online.
English learners is the term to be used instead of English language learners.
Dual language learners, or DLL, has become, under ESSA, have become a focus. Children in pre-school is the focus -- in the

process -- in the process of acquiring two languages.
Last spring, PDE published some guidance on parents' right to refuse specialized services.
If you want more information, I would recommend that you go on the PDE website, on the web page for educating English learners. You will get a lot of guidance there.
The Pennsylvania English language development standards for English learners was updated in July 2017. They are no longer called English language proficiency standards, but now: English language development standards.
The English learner reporting system, or ELRS, will replace LEP system. Under ESSA, there will be a greater focus on students with limited or interrupted formal education and long-term English learners.
This concludes my section on ESSA and terms related to it.
Ana will address the state-required reclassification monitoring and redesignation of English learners with you. Ana?

>> Thank you, Francine. Good afternoon. Francine really framed our work for today, and that is that we have already talked a little about, you know, what is an educational system.
So, our target now is looking at policy.
Why policy? Because policy really affects practices.
And you, as teachers, need to know that these policies well because you have to abide by those policies and, besides that, since we are going to have assessments that are attached to those policies, we really need to know how we need to teach and how our instruction needs to be effective for our students.
Now we're going to go into specifically our reclassification criteria.
If you want to download the document that is very specific about the steps that you need to take to reclassify English learners by the end of this school year, you need to go to the Pennsylvania website and really click on the area of reclassification monitoring, redesignation of ELs. There is a complete document that you need to have.
For the purpose of this webinar, we have really looked at parts of the document so you understand the process and you understand the steps that you need to take in order to implement the process effectively.
So when we talk about evidence of classroom and language uses, ESSA requires that all states need to have, in addition to their English language proficiency assessment, something that really measures how students are using language to express themselves, to reason, to compare and contrast, to identify, to classify.
So all of those are functions of language uses.
So how are we going to measure that in order for our students to be successful once they are in the mainstream without -- or with limited supports.
So they gave us a list of what the characteristics of this evidence of classroom language uses needs to be.
So it has to be complementary. Not duplicative. It means we

cannot use the same kinds of criteria or measurements that we already have in -- with Access, for ELs or access to point zero. We need to actually collect data, focus on what the students know and are able to do with language during content instruction.

It has to be useful not only for ESL teachers but also for content teachers.

This is very important. Meaningful and helpful to students. It has to be meaningful, because students will be able to actually receive feedback from teachers to improve their language use during instruction.

Recognize a range of proficiencies and target language uses. That means that we have to recognize that language acquisition has stages. Has, really, steps to it.

So how is that reflected in how our collection of evidence is going to support our decisions.

And definitely the conversations that teachers, content teachers and ESL teachers, need to have among themselves and with students really makes these assessments very formative, okay.

And at the end, of course, once we get together and we bring our data, it becomes more of a, you know, using these assessments in a summative way.

Okay, now the other part. The last part is that it really calls for professional development. And professional development from the perspective not just about ESL teachers but also from the perspective of content teachers.

The next slide that we have actually is really a copy of one of the pages from the document that PDE has published. And that is page 24.

This is very important for ESL teachers but it is also important for ESL coordinators or for people who are really in charge of having the implementation of this policy in your districts.

Why is this important? Because with this chart we are really going to be able to reclassify our students.

As you see, the chart has two components. The first rectangle on the left-hand side is the one that reflects the points assigned to each of the results in regards to the levels, scores of Access, that refers to the levels of language -- English language proficiency of students. That part is collected directly from your assessment, from Access to point zero.

It starts at 4.5. So that is the level where you are going to start looking at your students from the perspective of exiting your students, okay.

So from 4.5 to 4.7, they are awarded 3.6 points and so forth. As you see, the higher the level of proficiency the more points students have.

So that is one part of the criteria.

The second part of the criteria looks at language use inventories. So in order to collect data about how these students are using language during instruction, or to express their reasoning about concepts they have learned, you are going to use these rubrics.

And as you see, the title on top, it's not only for ESL teachers to implement these rubrics but also for content teachers to do it. So the two rubrics address different domains.
Rubric number one is going to address interaction, listening, speaking and reading.
Okay. Later on we're going to see parts of the rubric so you understand why is it important to start planning now in order to have enough data to exit your students in May or June. Or even at the beginning of the school year next year.
The first rubric actually looks at interaction, listening, speaking and reading. As you see, there are categories, right. Low, moderate and high.
Okay, so keep that in mind. So there's three categories. Low, moderate and high. And as you move along the categories, the points awarded to the student go higher. Okay.
Rubric number two focuses more on the writing. How students can write in English.
So, this is important. Because it looks at cohesion. It looks at word phrase, grammar, sentences, genre, narrative, report on essays and argumentative.
If you are familiar with your writing standards in the Pennsylvania core standards, you will find out that in writing we address the three genres throughout the different grades that the standards in writing have.
So be aware that if you are an ESL teacher you need to be writing more, collecting these samples of writing in order to provide, you know, to use the rubric and provide points for your students.
If you are a content teacher, you also need to be collecting some writing samples.
Okay. So we need to really understand that from now on it is not just looking at our access results, but it is also collecting data over time that is going to help us reclassify our students.
The total points that you need to have in order to reclassify your students, or to exit your students, is 10.5. So if your student, after adding all of the points, reaches 10.5 or higher, then the student is going to be, you know, reclassified with the agreement and the conversations that teachers need to have in order to do that.
Okay.
So again, the important part of this new reclassification criteria is that we have to have classroom teachers involved in the reclassification of our English learners now.
So what they are telling us to do in this document,
published -- it was published October 1st. It is that, first of all, there has to be two language use inventories completed, okay. By ESL teacher and a content teacher.
Remember, the inventories could be completed -- the ESL teacher has to do it. But then you can decide in your districts how you are going to address the content teachers or classroom teachers.
It could be in elementary it's a little easier because you have

one teacher, the elementary teacher, that has the student.
So that teacher needs to be completing these inventories.
But at the secondary level, maybe you will have to make some
decisions about what teacher is going to be doing that. Okay.
Since writing is involved and most of the time writing is
really, you know, an area that at the secondary level is the
English language arts teacher that really focuses instruction on
writing. But again, I mean, it's a decision that you have to
make as part of, you know, a decision-making in your district.
You have to plan to do this.
The important part is that you need to have two inventories
completed.
Okay?
The language use inventories must be completed prior -- that's
important because this is in the document. Prior to the release
of Access scores each year.
For students who, based on their input and previous access to
2.0 scores, are likely to reach the threshold.
So that implies that right now if you are the ESL teacher or you
are the ESL coordinator in your district, you have to come up
with a list of candidate students to be exited or to be
reclassify.
So what you need to do now is check for your Access scores from
last year and look at -- or make a list with all the students
who have reached 4 or 4.5. You make a decision. And keep that
list so you can actually match your list with who will be the
teacher that will fill out -- the content teacher that will fill
out the language inventory.
So that is the number-one step. Make a list of all the
candidates.
Now, would all of those kids exit the program? We don't know.
But these will be the strong candidates. Kids that are scoring
at 2.0 cannot really be considered a candidate. But 4 and
higher, they could be strong candidates to exit your program if
indeed the classroom teachers are going to also provide feedback
about their language use during instruction.
Okay?
So you have to start your work now.
Who are the students. Start preparing your list.
You need to have a plan in order to implement these effectively.
So the number one thing, as I told you, you need to actually
start looking at candidates. Who will be candidates to exit
your program.
You also need to be actually matching the candidates to the
teacher that is going to be implementing the language use
inventories.
You also need to somehow create a system within your school
district to see how are you going to be reporting the data and
if you indeed will have to actually train the content teachers
in how to use the inventories or make them familiar with the
inventories.
So this year is going to be, you know, a challenge because it is

something new. But if you start developing a process this year and start really looking at the gaps or looking at the challenges ahead of time, you will be able to improve your process, you know, as the years go by.
Okay?
So we need to actually train the teachers, make them familiar with the inventories, and start collecting some data with the students that are candidates to exit the program.
Okay?
This plan -- actually the points of the plan have, you know, been -- the document that PDE published. There has to be accountability. Remember, the teachers making these decisions about students really are responsible to provide that evidence that students are actually, you know, accomplishing these areas of the rubric so they will be able to be successful once they exit the program.
Okay?
This also -- there's rubrics for different grade clusters. If you look at the document, you are going to find that there is a specific rubric for kindergarten students. Another specific rubric for 1st grade students.
Then we come to the clusters.
Then there is a rubric for grades 2 and 3, okay.
The rubrics are really very clearly stating that teachers need to get familiar with this rubric in order to evaluate their students.
Now granted, if you have students in kindergarten, you know, very few ELs will actually exit your program in kindergarten, okay. But still, kindergarten ESL teachers should be sharing some of the goals or objectives of language use that kindergarten students should be working with. You know, during instruction. So that is the important part.
If you look at 1st grade again, very few students will be exiting your program, you know, if they were identified in kindergarten unless they really score very high in the Access for ELs.
Once you get to grades, you know, 2 and 3, there could be some students exiting your program if your program, you know, is rigorous. Besides that, if they came in actually, you know, at a high level of proficiency. Maybe they came in as a 4. Then maybe you will be looking at, you know, exiting that student.
But again, you need to get familiar with those rubrics so you know how you're measuring their abilities to function well or using language once they exit the program.
So what we focus right now is in the most common grades that your students, you know, probably will exit your program. That is between grades 4 to 12, all right.
So we pull this actually from the document. Why did we underline multiple observations? Because again, we have to get familiar with the rubrics. And just one observation is literally not enough. So we should be looking at or observing these behaviors that our students have during classroom discussions. You know, to listen to their speaking component.

During reading comprehension opportunities, during writing samples or during the writing process.

So yes, it requires really to plan for these, you know, multiple observations.

Granted, we are not talking about from now until the end of the school year to really have, you know, ten observations. But a minimum of two observations at least so there is a point of discussion when teachers make the decision to fill out the last rubric with the ones that you are going to be awarding the points, okay?

It is very important that teachers are trained in how to use these inventories. It is really crucial that you have or dedicate some time to really see that these inventories are really -- you know, that teachers are really versed in these inventories.

You can look at page 13 of the document for this information.

Now we have on your screen how these rubrics look like, okay.

So if you take a look at the interaction, listening, speaking and reading language inventory, we pick only the speaking and reading component. On purpose. Because really, those are the areas where teachers really have more opportunities to collect evidence of language use.

With that said, it is not really -- we're not putting down interaction and listening, because you still need to collect evidence there. But I think if we want to start on something that is very familiar for us ESL teachers and for content teachers is speaking and reading. Speaking for your ESL teachers is a very, very important skill that we do -- we encourage a lot of speaking in our ESL classrooms. So it's easier for us to collect that evidence.

As you know, if we focus on the speaking component, you are going to see that if you look at low, which is zero points, so if your student scores low there's no points there. If we look at that low descriptor there in speaking, we are going to see the word "can use" a lot of times. All right? Can use. Can connect. Can present.

That really implies that you have actually witnessed that happening. All right?

How can you provide evidence he can use a series or can connect phrases to talk about familiar topics. So that is part of those observations.

If we look at low, which means zero, it says can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.

Okay. So think about one of your students that can actually communicate with you in English, but using very simple sentences. Very limited vocabulary.

Okay, he can communicate. But he is probably -- what we are describing here is probably a student that is a level 2 or low level 3, okay.

So if your students are at that level in speaking, we really will not consider that, you know, enough to provide him any kind

of points.

So when I started to get familiar with these rubrics one of the things that really struck me was the fact that if I look at the low level, that's a very good description of what my students who are at level 1, 2 and low 3s can do, all right. That is why they are not candidates here.

So your candidates really are students who are 4 or higher, right?

So they have moved from that use a series of connect phrases and short simple sentences to moderate. Can connect phrases to talk about familiar topics using simple sentences.

Connect phrases: And. With, without. Besides. In addition. Okay? So connect phrases to express themselves, all right.

So those are the areas where we really have to become familiar with the descriptors for each of these rubrics.

So it's not a matter of just having the rubric and in May provide it to content teachers to do it. That would be very unfair not only for the teacher but also for the students that you would like to exit, okay, because the feedback our colleagues in the content areas will provide is actually what we need to know about the student to be successful once he exits the program.

So that is how serious it is for all of us to understand the collection of this data and implementation of the instrument.

So again, in speaking, as you see, moderate really moves to connecting phrases.

And it also can briefly give reasons and explanations for reactions, opinions and plans. Very important. Because when we look at our performance definitions, we are going to find specifically some of these terms at level 4 and 5.

That is the big connection that we see here.

Okay?

So how are we providing tasks in the classroom in content areas and in ESL instruction to actually hear our students speaking about their reasoning about something, explaining something to us, on their opinions and reactions about something.

That is where we will be able to collect that evidence. If we provide the environment for the tasks to really be developed.

High. Now we get to the area where it is .5. Can present clear, detailed descriptions of complex subjects, integrating subthemes, developing particular points, and finishing with an appropriate conclusion.

My goodness, no commas. I almost fainted here!

So anyway, here you have to actually provide students with opportunities where you can collect evidence that they can present a topic. They can use more complex sentences. They can develop particular points of view. And actually, finish their presentation with a conclusion.

We need to provide the task so we can collect the data, all right.

For reading, it's the same way. You go from low, which is usually, you know, when they cannot actually -- can only read

very short, simple text with predictable information. As you
see. You know, I can see my levels 1s, 2s, low level 3s in that
area. If I look at .3, which is moderate. .3 is points I will
award. Now he can understand text with familiar organization
that include high-frequency, content-specific language.
Again, content-specific language. How am I really listening to
my students' reasoning or reading comprehension components when
they are reading complex text.
Even at level 4, high 4s and 5s, you will see that area of
idioms or idiomatic expressions could actually be still a
challenge for them, all right.
But they can actually comprehend more complex text.
And if we go to high, you see that there is really a high level
of expectancy in regards to helping them negotiate complex text.
Written expression is very important. Not only for our
Pennsylvania core standards, but also for our English learners.
We know that writing is one of the domains that is the most
challenging for our students.
Why? Because writing implies, you know, a thinking process. It
implies you have enough vocabulary to express what you are
thinking.
It also implies that you have been taught actually how to
develop a paragraph, you know, in a culture that is different
from the culture that you come from.
We know that and have been training teachers with writing. We
have been really, you know, helping our ESL teachers within that
writing component.
So definitely the writing expression also has that low, moderate
and high.
If we look at this, we are looking for cohesion in the first
one. As you see again, the word "can." So how do I provide
evidence they can do this. In order for me to give that .2 or
.3 in the rubric, I really need to know that I have seen this.
That I have collected this data. That I know that my student
can actually link simple and discrete elements into a connected
linear sequence of points. Can they do that? How can I really
be sure that he can do that? Do I have some samples of their
writing that I can say, yes, this student is ready to exit
because he can do all of that.
The same way for word phrase area. You know. So children, as
well as teachers, need to be familiar with the expectations that
we have in regards to their work.
At the end we're going to have time to answer some questions. I
know some of you are sending us your questions, and I have Paula
and Francine trying to, as fast as they can, answer questions.
Sometimes it's a little bit of a challenge because people are
not reading their answers because we are moving ahead with our
webinar.
So we will leave a little time at the end so you can actually
get some of the answers to your questions.
The other way that you can -- you can send us your questions
through Marci Davis. And you have her email at the beginning of

the webinar. Francine told you that if you have questions -- if you send them to her, then we will be able to answer your questions and send you an email back, okay?

So questions are always good. We love to answer questions. Sometimes webinars do not lend themselves to answer complex questions, but we will be able to answer you if you send us an email through Marci. Okay.

So again, please start collecting some evidence so you will be able to provide these points, knowing that, really, your students can do this, okay. That's the point. Be familiar with the language inventories. And make your students -- I used to talk to my students of what I expected them to write and what was my expectation when they would present me a paragraph or two or three on a topic.

So that's very important. Like, again, we presented a couple workshops on teaching writing to English learners.

We -- I don't -- I'm not sure if we have archived some of that information, but if you have questions about that you can always send us an email through Marci.

On page 4 of this document that PDE published in October there is a whole section that talks about reclassification for English learners with IEPs.

I would like for you to really visit that area because definitely there is a -- there's clear guidance now providing a path for reclassifying English learners with IEPs.

We know in the past there has been, you know, like the $64 million question. When I can actually exit my student that is in EL with an IEP. Now we have a clear pathway to do that. PDE has published that. And if you look at page 4 in this document, you are going to see what you can do, okay. That's important.

It talks also about how -- what do you do to exit students who are administered the alternate access for ELs. So that is, you know, a step forward that we have with PDE now.

Other important information in this reclassification document. They also have on page number 5 a whole paragraph on the monitoring process of former ELs.

When Francine was presenting -- when Francine presented, excuse me, the area of ESSA, she already introduced you to that ESSA has increased the time of monitoring students who exited the program. From two years to four years.

In Pennsylvania, the interpretation of that policy is that for two years you will formally document -- using documentation, you will monitor your ELs.

For the other two years, you are going to keep tabs on them because you will still have to report them in PIMS, okay.

So they gave you there some, you know, guidelines in how or what you need to do to monitor your exited ELs, all right.

There's also, in appendix D, page 21, there is a cover sheet for ELs who met the reclassification criteria.

That is also, you know, an important piece of -- or important document. It is new, so you have to get familiar with that.

So the advice here is that you have to have the document. The whole 21-page, I think, document in your hands in order to look at the different language inventories and rubrics and to really get your content teachers familiar with the collection of this data.

As you know, again, this is the first year we will be implementing this. Are there going to be some glitches? Probably. But that's why we're speaking about this ahead of time. So you have still quite some time, you know, we just started the second semester, to really collect this information and get your content teachers on board.

The number one thing, if I would be in a district as an ESL teacher, I will actually start with a list of students who are candidates to exit the program. That's the beginning of the conversation.

Okay. So why is collecting evidence of language use necessary? So why are we going this route of language use?

How come we are not actually using some of the scores that we used to use with the state test when we used to say PSSA will be part of the exit criteria?

Well, actually, there have been several studies about that. One of the most important studies that -- I will advise you to download this document. It's free. And it provides you with a lot of information about why is it important to collect evidence of language use to make exit decisions.

Linquanti and Cook, two great researchers, have been really looking at this level of understanding importance of language use in the classroom.

They also, you know, have a nice chart here where it says: English proficient and ready to exit.

Reclassification criteria based on federal definition.

Okay.

So on federal definition that means ESSA, right.

So this is why we need to be looking at language use. Because in many instances what they discovered throughout the United States, not just in Pennsylvania but throughout the United States, there were different kinds of exit criterias per state that actually some were a little bit too much. Others not enough. So there was not a uniform way of looking at students being ready to be out there without language supports, okay.

So there were exit criterias that were extreme, so nobody exited. Well, Pennsylvania was among those that had many, you know, some criteria that was really not -- didn't lend itself to exit many students.

So that is why we had programs that did not really provide opportunities for these students to exit due to the exit criteria, okay.

So that's why ESSA really looked at all of these studies about districts throughout the nation that -- or states that required, you know, such a variety of criteria. And most of them work against our ELs. So that's why we have that chart.

It says in evaluating student language use, educators should

consider ... okay.

This is important. Because are we really engaging our students in the kinds of tasks that would lend themselves to collect this kind of data. Because if we have ELs in classrooms just sitting there, maybe with, you know, not participating because they cannot engage themselves into a lot of conversation. Or sometimes, as a prior ESL teacher myself, sometimes some content teachers will tell me to give them busy work. Give them a lot of work, your ELs, so I can teach and they could be busy.

If we are not really providing the resources and the supports for these students to develop and use language in our classroom, we need to consider that. Because that is how we will actually equip them to exit your program.

The other point here is, as you know now, and Francine really talked about that at the beginning with ESSA, there is a choice or there is -- parents now can refuse specialized services.

So when a parent say I don't want my child to be in the ELD program or the ELD class, that doesn't mean that he is totally out of the picture. He will still be considered an EL as you report him in PIMS. And if he is in a classroom where there's not a lot of, you know, language supports provided, he will still need to have opportunities to use language supported by the classroom teacher.

In this case, he will still need the accommodations and adaptations necessary for him to learn.

So, that's also important. Are we providing these opportunities also for the children who are not receiving ESL but are still ELs.

Okay. This note here is important. Because the rubrics have been proven effective because they came through the common European framework of reference for languages. They were applied by Molle, Linquanti, McDonald and Cook who are the researchers that push for this way or this survey or questionnaire or rubric so we can collect this data.

They are not based on our standards because that is the point. The point is that we cannot, you know, duplicate -- we cannot use the same criteria that we use for Access assessment and, you know, have it twice almost.

We have to really create -- or they have to create -- or they created a new or different way to assess language use. Which is different from the resource we -- result we get in Access.

So districts must develop a local plan, excuse me, for how to -- this is what you have to do.

Select students for whom inventories will be completed in anticipation of qualifying Access scores. That's the number one thing you need do. Okay.

Then select content teachers who will complete the inventories. Once you select teachers, then you train staff to use rubrics and evaluate students' language use.

Next, you hold teachers accountable for completing inventories. Due dates need to be there. Times to meet should be there.

Then manage the decision-making, reporting process, using this

procedure and this criteria.
So that is important. You have to go through these steps.
Remember, if you don't plan, things are not going to work well.
And if they don't work well and you don't have a plan, then you
will not know what step you missed or what step needs to be
improved.
So at this point -- and we understand. We presented two months
ago, I think it was in November, we presented face-to-face
workshops on the same topic, okay.
So we already have all of these attendees working with their
plans.
The issue of having or important thing of having the webinars at
this time is because you need to start planning now and start
collecting that data and start moving ahead.
Like I said before, it will not be fair for content teachers nor
for your students to wait until May to actually start looking at
these inventories, okay.
That's the main or the most important point here.
We sort of play with how you can create a plan. So this is
almost like a skeleton of a plan.
You need to create a plan where you are going to select
teachers, okay. Maybe on the blank part you have the names of
the teachers.
Then some points to manage the decision-making. How are you
going to report the process. When you're going to do it. How
is it going to work.
Then you need to have, you know, a time to train your staff in
how to use the rubrics.
And then create some sort of a timeline with your teachers. And
then at the end, you know, start looking at the results to
reclassify your students.
This is just an idea. We just put it there. Maybe you would
like to use it. But you can create in your districts your own
kind of decision-making chart.
Okay. Before we move on into MTSS, we are going to have five
minutes of Q&A and answering some of your questions.
So I will give you those five minutes. So send your questions
and my colleagues here will do their best to answer your
questions timely.
If not, if your questions are not answered or you need more
elaboration, please send us your questions via Marci Davis.
You have her email at the beginning of the session. So five
minutes before we move into a closer look at MTSS and how that
part is aligned to what we are presenting.
[Pause]

>> Okay, some questions are answered by our experts here in
writing, but I would also like to address a couple of questions
that came up.
One teacher asked if there will be a specific training for ESL
teachers in the use of these rubrics so they, in turn, can
actually train their content teachers.

If there is one thing that we have to make clear, this is part
of your training.
Actually, we are making you familiar with the process. The
process has been very clearly delineated by PDE. There is not a
specific -- there is not a specific training coming from PDE
about the implementation of the reclassification criteria
because the document really is very clearly explained.
The other thing is that the rubrics that you see there, it is a
matter really of going through the rubrics and looking at what
is expected from students to be able to do with language.
And that in itself, as an ESL teacher, you have to really look
at your performance definitions and you will see that there is a
strong correlation of each of those levels, from level 1 to
level 5, to, really, the descriptors you have from, you know,
low, moderate and high in the rubrics that have been introduced.
So the whole idea of implementing these rubrics is to get
familiar with the language of the rubrics. And the only way you
are going to get familiar with the language and how to implement
it is by reading the rubrics, discussing it with your content
teachers, and among yourselves provide some examples, especially
ESL teachers can help with that, some examples in how to collect
the data in relation to the rubrics.
Now, the next part of our series we will be looking at some of
the ways of collecting evidence.
We will be looking or giving a closer look at progress
monitoring. And progress monitoring as part of MTSS is totally
connected with collecting evidence of learning.
So, yes indeed, this is the training that you are getting in
order for you to communicate with your other colleagues.
If you are the ESL teacher that sent us this question, this is
what we are telling you, what steps you need to take and making
you familiar with the process as well as in the following
webinars we will be providing you with more training.
Okay. So that's one of the questions.
The other question is: Is it just other English teachers with
the ELD teacher?
Okay. What we propose is that each district will have to make a
decision about what teacher will really be able to provide this
kind of information.
If the content teacher -- any content teacher who is stressing
writing as part of their content learning could be able to
collect this evidence.
If you think about what do English language arts teachers really
do is, they collect a lot of that literacy development. So they
look at reading comprehension. They also look at writing, okay.
So, teaching writing.
So that could be a choice. It's up to you. Do you want to
have, you know, other teachers? It's up to you.
The important thing is that that -- those inventories, inventory
1 and inventory 2 need to be filled out by classroom or content
teachers in addition to the ESL teacher, okay. That's the
bottom line.

It says here: Will you please create a standard template
coordinating with content teachers. Share with -- this with us.
Okay. I don't know what you refer to as a template.
But what we provided at the end, almost at the end, was like a
template for a plan, okay.
So if you want us to, you know, help you further up in other
kinds of templates, how can you coordinate with a content
teacher, I think it all depends in the time you are provided to
either meet with your content teachers or that is a
district-level decision because it deals with schedules also.
If you would like us to elaborate more, please send us an email.
We will share with you what we did in our face-to-face
presentations from before.
Okay.
I think that we will continue with our webinar. I think we went
a little above and beyond in the five minutes!
But anyway, MTSS. Why are we bringing MTSS into this picture.
Because even if you -- if you have schools that are implementing
MTSS as part of the framework to support all students, you might
have even a better opportunity to collect evidence of language
use because you will be monitoring the learning of your
students.
So -- and you will actually have a system to do teamwork with
other teachers. I want to introduce you to MTSS because we are
part of that MTSS framework, to support it at PaTTAN. We are
part of the MTSS initiative.
So just to make you familiar with what is a multi-tiered system
of support framework, it is really designed to provide the
appropriate level of instruction and intervention for all
students, okay.
And all of that interaction of educators and students and
parents is actually grounded on culturally responsive
instructional decisions.
So MTSS really works with a core understanding that any kind of
decision that you make about your student is based on data, is
based on evidence that the student has been taught something and
the student is learning something, okay. And that he can do
something with that learning.
In our case, it is language use.
In Pennsylvania we have a model of MTSS that addresses both.
The academic side, but also the behavior side. So that is
something that we need to consider when we talk about collecting
data and looking at a process that is comprehensive.
In Pennsylvania, our MTSS framework has a problem-solving
process.
We look at students from the perspective of a system, okay. We
collect data. We communicate among professionals, among
teachers. We collaborate. We build capacity, you know, in the
infrastructure.
And we really promote leadership to be part of the
problem-solving process.
And the spinal cord of a multi-tiered systems of support is that

we provide tier instruction and interventions.
As you know, in a multi-tiered systems of support, there are three tiers.
Tier 1 is the foundational part. When we talk about ELD instruction, in Pennsylvania ELD instruction, which was called ESL prior to the law, is content instruction. So it is in tier 1. It's the foundational instruction.
In Pennsylvania, ELD instruction is considered part of tier 1. Okay? So just to clarify.
And ELLs follow the same kind of structure here. All ELLs are taught foundational standards align instruction. Maybe some that didn't get it will get interventions in tier 2. And very few will get interventions in tier 3.
So that's the whole idea of a multi-tiered system of support.
We also have universal screening in MTSS which, in some places, it is done through Dibbles [phonetic] or Ames Web [phonetic] or any other math or behavior assessments that are implemented.
And that is for all students. And it's okay; even ELs need to participate in universal screening.
One thing that we always push for is definitely that the research-based methodologies in teaching and learning need to be centered on culturally responsive instruction at tier 1, 2 and 3.
This is what we do in all the different tiers when we talk about the academic system and the behavioral system, which also is important to consider within the behavioral system, the acculturation process of our students and also the adaptation to new schools. You know, all of that has to do a lot with, you know, intercultural education. It has to do with considering students in the behavioral system as, you know, students who are adapting to a new culture, a new language, do have certain needs that are different from students who are native speakers.
And the same way for the academic system.
How can we actually support all of our students, including ELs, with that, you know, tier 1 instruction. Are we adapting? Are we looking at core and see where the barriers will be so we will be removing them before they are in front of the students.
So this is important information for all of you to understand how Pennsylvania really interprets a multi-tiered system of support.
If we are looking at mathematics, which is also important for high school students. As we know, you know, we have students who come to us at the high school level. So we need to actually take a look and see how our students will be facing, you know, the assessments, the Keystone assessments in the area of mathematics. How can we align that content that they are learning with the concepts that they already bring to the table.
So when we talk about MTSS, it's not just elementary. When we talk about MTSS at the secondary level, we need to focus a lot on the academics as well as the behavioral component.
So this is just to give you a taste of why we need to take a look at MTSS. Not only from the language perspective, but also

from the language that they need to be successful in math, science and social studies as we have our standards addressing those areas.

Okay.

In academics we are just giving you some information that what are some MTSS teams in Pennsylvania using with secondary students. Okay.

So as you see, there are some computerized programs. There are some evidence-based practices that will help our students achieve or develop their English language proficiency at a faster rate. Word generation is considered one of the most important tools to help our students develop vocabulary that is aligned to content areas.

Actually, if you Google word generation, it is free, so you can actually download. It has a lot of very, very research-based or evidence-based practices for your ELs, okay.

So that is a very important tool I would like you to, you know, visit if you are not familiar with that.

Okay.

Scheduling at the secondary level when we talk about academics in MTSS could be a challenge. But we have seen many of the high schools that are implementing or middle schools that are implementing MTSS are very good at finding time to help their students that are not meeting, you know, the objectives in the classroom, all right.

So these are just ideas we are giving you to really look at how you can improve your programs.

ELs really are doing double the work. As we know, English learners at the secondary level are not only learning English but they also need to achieve the standards at the secondary level that entitle a lot more vocabulary, more complex reading, more complex writing than, you know, than their peers that are native speakers of English. So they are doing double the work. They are learning English but they are also learning content.

So how can we really support these children, because they have the same amount of time as other native speakers to really achieve those goals.

This is another way to look at PBIS. Very important at the high school level. It is good information for you.

This is also an important slide. Shared ownership. We push for having everybody own our kids, you know. ELs belong to the school system. Just what Francine showed you. They are part of the system that needs to include them and not exclude them.

So in conclusion, what we have addressed today deals with the examination of federal, state, and local policies which impact teaching and learning.

We have looked at ESSA, which is our federal policy. We have looked at our state reclassification criteria which really requires to change our practices which entitles, really, some local policies or local decisions at your level to impact -- or which will impact your teaching and learning environments.

So, is this something that only the ESL teacher needs to look

at? Actually, no.

This is a systems change. This is not ESL teacher walking around with a copy of the rubrics trying to get teachers to do them.

This is about a principal or a coordinator at the district level who is going to present this policy to the school or to the schools in order for the ESL teacher, then, to work with the content teachers. Or, the district will provide the training or the time to have that kind of conversation.

So this is a combination of what needs to happen at the school level or district level. This is not just ESL teacher.

Would you please, ESL teachers, download the document and really make your principal familiar. Let them know that this needs to be led by the leadership. Not just the ESL teacher.

Okay.

It is policy. It is a state policy. It is required. It is not something that you do or don't do. This is required, okay.

So again, the process of collecting evidence of language use and the PDE state-required reclassification monitoring and redesignation -- ah! a mouthful -- of English learners is a state-required policy. All right?

That's the important part.

It has to be implemented.

And the process needs to start now. Not next month, not in three weeks from now. You need to start collecting first the names of the students that are 4 or 4.5 or higher. Make your list of candidates. That's the number one thing.

Maybe you have a lot. Maybe you have a few. In what grades are a lot; in what grades are a few. Who is teaching these students at the elementary level. Who is the teacher that needs to have training or needs to get familiar with the rubrics.

That's important.

The design of a local plan to collect evidence of language use to meet requirements of this policy is also another piece that is important.

It is important because it needs to be led by administration also. Okay?

So, that's the area where, you know, we need to get everybody on board.

And how is this connected with MTSS framework? It is connected because it has to do with data. It has to do with monitoring progress over time. It has to do with making the best decision for the success or academic success of our students.

If there's one piece that I would like you to take with you, it's that this is serious work. We cannot wait until May to just distribute these rubrics to content teachers.

What that will create is maybe the reclassification of students that are not ready to be reclassified or to exit your program.

Which will bring more problems not only for your student but for your whole system, for failing the student.

So this is serious work. You still have time to start planning. You have time to get familiar with the rubrics. There's time to

get your content teachers on board.
Maybe it is only two or three teachers in your school. Maybe it is more than that if the school systems are, you know, have a lot of ELs.
Whatever the number of your ELs in your district, this is important for you to understand. We cannot wait until the end of the school year to do something.
So that is the conclusion. Our next webinar will be February 7th from 2:00 to 3:30. We will be talking about the Pennsylvania MTSS framework with an emphasis on English learners and characteristics of evidence-based progress monitoring. Implementation for English learners and progress monitoring practices including collecting evidence of language use.
We have our resources, as always. We have good resources. Please check them out. They are good. We rely a lot on, you know, up-to-date resources. You will see a lot of this important information here.
We also link to the Department of Education. The Office for Civil Rights.
We have some of the, you know, information that comes from NCRESST [phonetic] or CRESST.
And that's the last part..