

Secondary Counselor Meeting ML Overview

EVERETT PUBLIC SCHOOLS

October 2023



Agenda



Outcomes



ML Support



Newcomers

- Transcript Reviews



Course Placement Guidance



4-Step Process



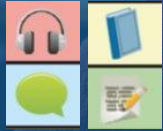
Parent Waiver/Refusal of Services



Outcomes

Language Objectives:

- Participants will listen, view and discuss:
- Considerations for ML student supports and program requirements
- ML Facilitator support available



Content Objectives

- Participants will gain understanding of:
- Considerations for ML student supports and program requirements
- ML Facilitator support available



Multilingual Learner Department



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Secondary ML Support Staff



ML Teachers (6-12)	<ul style="list-style-type: none">• Teach ELD classes to support ML students• Provide support to teachers related to ML students• Administer ML Assessments
ML Success Coordinators (9-12)	<ul style="list-style-type: none">• Oversee the ML program• Support ML students with progress towards graduation• Administer ML Assessments
ML Para-educators (6-8)	<ul style="list-style-type: none">• Support ML students• Administer ML assessments• Support ML program management
ML Para-educators (9-12)	<ul style="list-style-type: none">• Support ML students• Support administration of ML assessments

ML Facilitators



ML Newcomers are students that...

- Enroll in our schools directly from another country
- May arrive with limited proficiency in English
- Have hopes and aspirations
- May or may not have prior school experience
- Need support to manage the transition to US schools



Course Placement Considerations

Middle School ML Course Placement Guidance

Course Catalog Description*	WIDA ACCESS Level Recommendations	Additional Considerations	Rationale for Considerations
<p>English 6, 7 or 8 and English Language Development Support 1</p> <p>Course: 2.0 (two period block course)</p> <p>Length: Two Semesters (Yearlong)</p> <p>Prerequisites: WIDA score of 1.0-1.9, Teacher/team recommendation</p> <p>Other: This is a two-period block class. One course specifically focuses on English Language Arts. The other course focuses on English Language Development.</p> <p>In English 6, 7, or 8 students focus on accessing literature and informational texts in English. The scope and sequence provide flexibility for students to develop proficiency towards grade level standards. The ELD 1 course offers students an opportunity for specific learning around English language development specific to students with beginning level English. Students work on speaking and listening skills in English. In addition, they begin to work on reading and writing skills to support their work in English Language Arts.</p> <p>*Note – Some classes could be taught concurrently with 6th/7th or 7th/8th grade students (at the same proficiency level) and will need differentiation.</p> <p>Requirements to Teach: ELL Endorsed; Funded through TBIP and/or Basic Ed</p>	<p>Overall: ✓ 1.0-1.9</p> <p>Literacy Composite: ✓ 1.0-1.9</p>	<p>WIDA Domain Levels:</p> <ul style="list-style-type: none"> Listening: 1.0-2.5 Speaking: 1.0-2.5 Reading: 1.0-2.0 Writing: 1.0-2.0 <p>Years in Program:</p> <ul style="list-style-type: none"> 2 years or less <p>Prior School Experience:</p> <ul style="list-style-type: none"> Students with formal education in their native language may need a schedule adjustment at the semester Students with limited or interrupted formal education will likely need this course for the full school year <p>Section Considerations:</p> <ul style="list-style-type: none"> If there are multiple sections for this level, students should be placed in sections based on language needs This consideration only applies when there are enough students that meet the criteria for the course to justify more than one section. <p>Additional Assessments:</p> <ul style="list-style-type: none"> National Geographic Placement Test Oral language observation English writing sample 	<p>Areas of strength and growth will vary by domain and need to be taken into consideration.</p> <p>This course is designed for students that are new to the country and need considerable scaffolding and support in both ELD and ELA.</p> <p>Native language literacy skills transfer between languages. Students with literacy in their native languages typically have accelerated acquisition of English language and literacy. Students with limited or interrupted formal education may need additional time and scaffolding to acquire English language and literacy.</p> <p>When possible, place newcomers with lower English proficiency and limited or interrupted formal education in one section. Place students that are new to the country with some formal education and some English proficiency in a different section. This will allow teachers to better meet the needs of the students.</p> <p>Data in addition to WIDA Screener or WIDA ACCESS may be helpful to determine class placement for some students.</p>

High School ML Course Placement Guidance

Course Catalog Description*	WIDA ACCESS Level Ranges	Additional Considerations	Rationale
<p>English Acquisition 011ENG</p> <p>Location: CHS, EHS, JHS</p> <p>Grade Levels: 9-12</p> <p>Credit: 1.0 Elective credit (0.5 per semester)</p> <p>Length: Two semesters (yearlong)</p> <p>Prerequisite: Approval required. Enrollment is determined by ML placement score.</p> <p>Other: Course is offered in a two-period block with a general education English course. Course may be repeated for credit.</p> <p>Designed for the newest students in the ML program, this class focuses on the beginning stages of English language acquisition. Beginning level reading, writing, listening, and speaking skills in English are taught. Students are introduced to academic and content-area vocabulary as well as strategies for success in mainstream classrooms. The curriculum implemented is National Geographic Edge Fundamentals and Imagine Language and Literacy. This course prepares students for Transitional English.</p>	<p>Overall: ✓ 1.0-1.9</p> <p>Literacy Composite: ✓ 1.0-1.9</p>	<p>WIDA Domain Levels:</p> <ul style="list-style-type: none"> Listening: 1.0-2.5 Speaking: 1.0-2.5 Reading: 1.0-2.0 Writing: 1.0-2.0 <p>Years in Program:</p> <ul style="list-style-type: none"> 2 years or less <p>Prior School Experience:</p> <ul style="list-style-type: none"> Students with formal education in their native language may need a schedule adjustment at the semester Students with limited or interrupted formal education will likely need this course for the full school year <p>Section Considerations:</p> <ul style="list-style-type: none"> If there are multiple sections for this level, students should be placed in sections based on language needs This consideration only applies when there are enough students that meet the criteria for the course to justify more than one section. <p>Additional Assessments:</p> <ul style="list-style-type: none"> National Geographic Placement Test Oral language observation English writing sample 	<p>Areas of strength and growth will vary by domain and need to be taken into consideration. Students with stronger Listening and Speaking levels, may need to be placed in Transitional English to accelerate Reading and Writing.</p> <p>This course is designed for students that are new to the country and need considerable scaffolding and support in both ELD and ELA.</p> <p>Native language literacy skills transfer between languages. Students with literacy in their native languages typically have accelerated acquisition of English language and literacy. Students with limited or interrupted formal education may need additional time and scaffolding to acquire English language and literacy.</p> <p>When possible, place newcomers with lower English proficiency and limited or interrupted formal education in one section. Place students that are new to the country with some formal education and some English proficiency in a different section. This will allow teachers to better meet the needs of the students.</p> <p>Data in addition to WIDA Screener or WIDA ACCESS may be helpful to determine class placement for some students</p>

Requirements to Teach: ELL Endorsed; Funded through TBIP and/or Basic Ed



International Transcript Reviews



Kristine Gooding

ML Facilitator

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Transcript

0695861 John Lemasney

Course/Section and Title	Grade	Credits	CEUs	Repeat	Term
LEAD-598 W1 Project Seminar in Leadership	A	3.00			09/FA
EDUC-551 01 Selected Topics in Higher ED	A	3.00			09/S1
COMM-563 TM Digital Media Communication	A	3.00			09/SP
COMM-564 WO Comm & Diversity in Workplace	A-	3.00			09/SP
COM-390 MO Communication and Society	A	3.00			08/FA
LEAD-550 T1 Organizational Research	A	3.00			08/FA
COM-390 P1 Sel Topics in Comm Mediation	A	3.00			08/S1
LEAD-510 OLM Organizational Communication	A	3.00			08/SP
LEAD-540 OLT Info & Financial Resources Orgs	A	3.00			08/SP
LEAD-560 OLW Iss, Ethics, & Conflict Resolut	A-	3.00			07/FA
LEAD-500 OL Intro to Org Leadership	A	3.00			07/S2
LEAD-530 OL Lead & Motiv Cross-Func Role	A	3.00			07/S1



4-Step Process Support



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Intervention Process for Multilingual Learners			
Step 1: Formative	Step 2: Implement Interventions	Step 3: Referral to the General Education Intervention Team	Step 4: Referral to the Special Education Team
<ol style="list-style-type: none"> 1. Complete a Parent Interview to determine: <ul style="list-style-type: none"> • Developmental history • Student's native language • Other languages spoken by the student and/or in the home • Formal education in the native language • Native language literacy • Parental education level 2. Review student file to determine: <ul style="list-style-type: none"> • Years learning English • Attendance history 3. Determine the ML support provided: <ul style="list-style-type: none"> • What ML support services have been provided? • Does the teacher use strategies to support MLs (i.e., GLAD, SIOP, visuals, etc.)? • Does the student use Imagine Learning consistently? (Provided for K-12 students that meet established criteria) 4. Consider the student's level of English Language Acquisition: <ul style="list-style-type: none"> • Review the stages of language acquisition • Consult with ML Coach/Facilitator for language acquisition levels • Teacher completes the SOLOM 	<ol style="list-style-type: none"> 1. Identify the area of concern: <ul style="list-style-type: none"> • Target a skill of concern and identify a specific, measurable goal for student to meet • Collect and record pre-intervention assessment data 2. Implement evidence-based interventions: <ul style="list-style-type: none"> • Consult appropriate staff to identify targeted, specific interventions <ul style="list-style-type: none"> ○ SpEd staff, ML Coach/ Facilitator, math and reading specialists • Determine the duration and frequency of intervention • Implement identified intervention for 4-6 weeks 3. Monitor and document progress for 4-6 weeks <ul style="list-style-type: none"> • Collect and record progress monitoring and post-intervention assessment data <p><i>After 4 to 6-weeks of intervention:</i></p> <ol style="list-style-type: none"> 1. If progress is made, continue the intervention, no further referral necessary at this time <p><i>Or</i></p> <ol style="list-style-type: none"> 2. If no progress is made more interventions are necessary, continue to step 3, refer to General Education Intervention Team. 	<ol style="list-style-type: none"> 1. The team reviews: <ul style="list-style-type: none"> • Information from the parent interview • Student's current level of oral language acquisition • Previously implemented targeted, evidence-based interventions • Initial work samples compared to current work samples 2. Complete Critical Data Matrix for ML Student of Concern <ul style="list-style-type: none"> • Consult a district ML Facilitator for support with items 15 & 16 3. The team analyzes the Matrix, and either: <ul style="list-style-type: none"> • The data and evidence support more interventions, refer to step 2 <p><i>Or</i></p> <ul style="list-style-type: none"> • The data and evidence support a referral to the Special Education team for further review, refer to step 4 	<p>Before determining if an ML student will be referred to the special education team, the following questions must be addressed:</p> <ol style="list-style-type: none"> 1. Is there a completed Critical Data Matrix, including Like Peer Analysis? 2. Are there documented targeted, evidence-based interventions? 3. Is there documented progress monitoring with pre-intervention and post-intervention data? <p>If any of the above answers are "No", go back to prior steps with the general education team.</p>



ML Parent Waiver



- Parent Waiver – Refusal of Services:
 - An ML Facilitator **MUST** be present at the meeting with the parent.



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