



November 2, 2018

Title III visits are based on the Department of Education Feedback from Peer Reviewers about Utah's Title III ESSA Plan. Their feedback was in the form of a question:

How is USBE providing the technical assistance to LEAs to ensure that ELs have access to grade level content for increased academic growth?

USBE RESPONSE TO TITLE III VISIT: ENTHEOS ACADEMY

October 2018

Kearns and Magna

General Commendations

1.0 Esther Blackwell and Matthew Merkley for:

- 1.1 Their openness to addressing issues related to quality instruction for English Learners; and,
- 1.2 The office staff at both Kearns and Magna campuses for creating a welcoming environment.

School Commendations and Recommendations

1.0 KEARNS CAMPUS

1.1 Commendations:

- For the librarian and her support volunteers that provided a positive, welcoming environment for the book fair.
- The use of teachers' aides to support both individual and group work.
- Brandi Rasmussen's well scaffolded instruction by using graphics (charts and word wall), linguistic supports (chants) and Total Physical Response.
- Gaylynn Hansen's use of small groups in math instruction.
- Dalton Horscroft's artifact filled classroom and DOK II questions to support evidence-based reasoning.

1.2 Recommendations:

- Review and evaluate the effectiveness of all supports for English Learners based on annual growth goals established by the Utah State Board and identified for each school in the 2018 School Report Card, released in late November to schools.
- Ensure that all instruction for English Learners is provided by qualified teachers.

- Provide quality professional development for all teachers to ensure that academic content is made accessible and is well-scaffolded at the grade level.
- Ensure that all teachers know how to use the individual WIDA Student Reports, available on the USBE Data Gateway, to design quality instruction.

2.0 MAGNA CAMPUS

2.2 Recommendations:

- Provide quality professional development for every educator on the following topics and skills related to effective instructional practices to better support increased cognitive rigor, well-scaffolded instruction and behavior management:
 - Language Acquisition
 - English Language Development
 - Teaching Academic Language in each content area (English, Mathematics, Science, and Social Studies with a focus on content vocabulary that is embedded in actual texts)
 - Standards-based instruction for each USBE approved curriculum area: English Language Arts, Mathematics, Social Studies and Science
 - EL Indicators and Exemplars of Effective Teaching Practices (Included in Addenda)
 - Effective use of WIDA data to better address student learning needs
 - Effective use of end of level grade level assessments as well as interim and annual growth goals to ensure differentiated lesson designs based on student learning needs

3.0 General Recommendations for the Charter Administration

Please respond to at least three recommendations in your 2018-19 Title III Funding Application that also serves as the ESSA Improvement Plan Requirement. Explain the reasoning and criteria for the recommendations you will be addressing this fiscal year.

Organization of Recommendations: The recommendations have been organized under two headings based on the criteria of greatest impact on quality instruction and equitable opportunities for English Learners: 1) Systems Change; and 2) Quality Instruction.

3.1 Systems Change for effective Communication across the two campuses to better align resources and learn from and with each other as a team with a common mission and vision:

- Review and evaluate the effectiveness of the method used to allocate resources, especially Title III funding as supplemental, to each campus to impact the school's increased success for English Learners, specifically meeting annual growth goals toward English language proficiency; and, supporting increased academic achievement in Mathematics, English Language Arts and Science.

- Review the allocations for translation services to ensure that families have clear communication and the necessary support to understand the system of schooling as stated in the joint guidelines from the Department of Justice and the Civil Rights Division of the Department of Education: Ensuring English Learner Student can participate Meaningfully and Equally in Education Programs.
- Magna: Review the incidents of discipline referrals as well as disruptive behavior in the classroom to support increased pro-social behaviors so that classroom instruction is maximized.

3.2 Quality Instruction based on the Title III Funding Purposes: 1) Increased English Proficiency; 2) Increased growth in academic subjects:

- 3.2.1** Ensure that all teachers are qualified to provide quality instruction to students at all levels of English Proficiency.
- 3.2.2** Review and evaluate the effectiveness of time being spent in “exploration” and “labs.”
- 3.2.3** Review and evaluate the Professional Development opportunities for all educators, including administrators in the following areas (based on observations):
- Teaching academic conversation to increase student engagement and student talk-time (less teacher-talk);
 - Designing instruction with the WIDA Key Uses (Recount, Explain, Discuss, Argue) across all content areas at every grade level;
 - Use of teacher questioning and collaborative strategies to ensure Tier I instruction moves from DOK 1 (retrieving information) to DOK 2 (using concepts) and DOK 3 (reasoning and the use of evidence for justification);

Additional Technical Assistance Provided by USBE Title III in conjunction with other USBE

Departments: Based on the previous recommendations, the Magna campus will be visited again in May of 2019.

The May visit will include:

1. Education Content Specialists from USBE’s Teaching and Learning Department; and
2. Members of the USBE Turnaround Team.

Classrooms will be observed to see changes in the quality of Tier I instruction, the organization of supplemental supports for English learners by level of English Proficiency, and the EL data with goal setting procedures to better support differentiated instruction.

We will also conduct a focus group with parents of English Learners. We will need translators for this meeting and it should be scheduled at a time that is convenient for the parents to ensure that it is representative of all grade levels at Magna.

3.0 Additional Resources

Appendix C. Examples of EL Indicators and Effective Practices

Table C.1. The Framework for Teaching (FFT) (The Danielson Group): EL Indicators and Exemplars of Effective Practice

Components and Domains	EL Indicators	Examples, Resources, and Exhibits
Domain 1: Planning and Preparation		
Component 1b. Demonstrating Knowledge of Students	The teacher has gathered information about EL students' cultural heritage, levels of first and second language proficiency and content area knowledge, time in the United States, prior schooling history (e.g., if it was interrupted), and learning abilities (e.g., disability and gifted and talented status)	Exhibit: Student Education History, Home Language Use, Home Computer Access Survey and Contact Log https://docs.google.com/document/d/1Gwg4JmmlnAVJSFKtxSzZ7c22F4jxBopOKyd2JSfiPxU/edit?usp=sharing
Domain 2: The Classroom Environment		
Component 2a. Creating an Environment of Respect and Rapport	The teacher's interactions with students reflect an interest in, understanding of, and respect for their home cultures. ELs receive the message that their native languages and cultures are valued.	Example: Classroom posters and rules encourage respect for all linguistic, religious, and cultural backgrounds. Resource: The My Name, My Identity campaign, a national campaign that supports pronouncing students' names correctly and valuing diversity https://www.mynamemyidentity.org/
Domain 3: Instruction		
Component 3b. Using Questioning and Discussion Techniques	ELs at all levels of proficiency are asked questions designed to promote thinking and understanding For ELs, some of these questions are "right there" questions to help them understand classroom texts and discourse and engage in classroom discussion. These questions are referred to as supplementary questions.	Example: The teacher makes use of think-pair-shares and think-write-pair-shares so that all ELs have an opportunity to share and practice with a partner. For examples of questions that support ELs in comprehending complex text, Exhibit: Questions that support ELs in comprehending complex text: https://docs.google.com/document/d/1wNT05-znjh8gOJ7kUuqC3KAbiHCvCrXg4PlooKXbFxm/edit?usp=sharing
Domain 4: Professional Responsibilities		
Component 4d. Participating in the Professional Community	The content and ESOL teachers collaborate through sharing, planning, and working together to meet the content and language development needs of ELs. If ELs have special education needs, the ESOL, content, and special education teachers collaborate with each other. This participation might include participation in learning communities.	Examples: 1) The content teacher shares lesson plans with the ESOL teacher and solicits feedback for supporting the language development of ELs in content area classrooms. 2) The content and ESOL teachers collaboratively participate in district training on helping ELs master core content in dual language programs.

Source: August, Hook, Kochanowski, Nava, Seamount, & Danielson, in preparation

Table C2. The Marzano Teacher Evaluation Model: EL Indicators and Exemplars of Effective Practice

Domain	EL Indicators	Example
Domain 1: Classroom Strategies and Behaviors		
<p>Component 1b: Lesson Segments Addressing Content</p> <p>The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.</p>	<p>The formative approach to assessment assesses second language development as well as the development of content area knowledge (in home language, as applicable).</p> <p>The teacher uses accommodations based on individual student need when formatively assessing ELs.</p>	<p>Example: The teacher links formative assessments to content and language-focused learning targets and transparently measures student mastery with a target-specific rubric. A chart that tracks student growth by learning target is provided at the link below:</p> <p>Exhibit: Student outcomes chart</p> <p>https://docs.google.com/spreadsheets/d/1fLkxK9wrVywJsTvss057Y1YrwMlxiG9POF0bVvYpGy0/edit?usp=sharing</p>
Domain 2: Planning and Preparation		
<p>Component 2a: Planning and Preparing for Lessons and Units</p> <p>Within lessons, the teacher prepares and plans the organization of content in such a way that each new piece of information builds on the previous piece.</p>	<p>The teacher plans to provide relevant discipline-specific background information for ELs who need it.</p> <p>The teacher considers ELs' levels of proficiency when preparing lessons and units.</p>	<p>Resource: The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K–12. See the matrix on page 19 at the following link: http://www.cal.org/content/download/1906/22045/file/go-to-strategies.pdf</p>
Domain 4: Collegiality and Professionalism		
<p>Component 4a: Promoting Exchange of Ideas</p> <p>The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors.</p>	<p>The teacher seeks out mentors who have experience working with ELs.</p>	<p>Resources: 1) The Good Mentor: What It Takes to Be Effective http://www.edutopia.org/good-mentor</p> <p>2) The Role of Teacher Mentoring in Educational Reform http://www.nmu.edu/Webb/ArchivedHTML/UPCED/mentoring/docs/Role-mentor.pdf</p>

Source: Blackburn, Aguila, Herbert, Ortiz Chavolla, August (in preparation)

Grounding Key Principles for ELL Instruction in Practice

Key Principles for ELL Instruction (Developed by Understanding Language)

Opportunities to Learn

- Instruction provides ELLs with opportunities to engage in discipline-specific practices to build conceptual understanding, analytical practices, and language competence simultaneously.
- Standards-aligned instruction for ELLs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.

Asset Orientation

- Instruction leverages ELLs' home language(s), cultural assets, and prior knowledge.
- Instruction moves ELLs forward by taking into account their English proficiency level(s) and prior schooling experiences.

Developing Autonomy

- Instruction fosters ELLs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.
- Formative assessment practices are employed to gather evidence and guide (both teacher and students) productive next steps to support learning conceptual understandings, analytical practices, and language development simultaneously.

English Learner Toolkit: <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>

Supporting Math Instruction:

<https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/87/FrameworkForMath4ELLs.pdf>

http://www.doe.virginia.gov/instruction/esl/resources/strategies_teach_math.pdf

Supporting English Instruction:

<http://www.ncte.org/library/NCTEFiles/Resources/PolicyResearch/ELLResearchBrief.pdf>

Supporting Early Childhood for Dual Language Learners:

<https://edsources.org/wp-content/uploads/2016/06/Promoting-Success-For-Dual-Language-Learners-2016.pdf>

Supporting Language Acquisition:

<http://www.colorincolorado.org/article/language-acquisition-overview>

Teaching Academic Conversations:

<http://jeffzwiers.org/tools>