

Everybody's KIDS

News for all Pennsylvania educators
of English language learners

Spring 2017



Upcoming PDE Professional Learning Opportunities

On-Site Events

Introduction to the PA English Language Development Standards Framework

April 25, 2017 | PaTTAN Pittsburgh
May 9, 2017 | Central Intermediate Unit 10
May 17, 2017 | Carbon Lehigh Intermediate
Unit 21

Webinars

Differentiation for Linguistically Diverse Students

May 25, 2017 | 3:00 – 4:30PM

PIMS Collection #4: LEP Program Survey and ELL End of Year Student Counts

June 1, 2017 | Internal Snapshot Training
10:00AM – 11:30AM | 2:00 – 3:30PM (repeat
session)

For event details and to register visit
[www.ESLportalPA.info/professional-
development](http://www.ESLportalPA.info/professional-development).

WHAT'S NEW

2017 Pennsylvania English Language Development Standards (PA ELDS) Framework

The Pennsylvania Department of Education is pleased to introduce the newly revised Pennsylvania English Language Development Standards (PA ELDS) Framework. The new framework, an update of the 2007 Pennsylvania English Language Proficiency Standards (PA ELPS), is correlated to PA Core Standards, and illustrates how rigorous, college-and-career ready instruction is differentiated to meet the needs of students at all levels of English Language Proficiency (ELP).

To view the new PA ELDS Framework, visit the [SAS Portal](#).

Please see the Professional Learning Opportunities section of the newsletter to view upcoming training sessions focused on implementation of the framework.



SAVE THE DATE! Special Education and English Language Learner (SpELL) Equity: SpELLing Out Racial Equity and Excellence for Students With Disabilities and English Language Learners

June 20, 2017 HARRISBURG, PA

The Center for Schools and Communities and Pacific Educational Group are pleased to be offering an exciting new training in the Harrisburg area on June 20, 2017. Educators serving students with disabilities and English Language Learners must be both racially conscious and proficient.

Special educators have been trained to view their work primarily through the lens of disability and compliance while language has been the central factor for teachers of English Language Learners. We invite educators to explore synthesizing these critical perspectives, and examine the impact race and institutionalized racism has on inclusive learning environments. In this one-day seminar participants will investigate how race impacts the way we approach and serve these two marginalized groups of students. Special education and English Language Learner leaders will engage with adaptive leadership techniques to

address the challenge of shifting their district focus from compliance to racial equity and excellence.

More information and online registration coming soon to the [ESL Portal!](#)

Parental Refusal of ESL Programs and Services

Under federal civil rights laws, parents have the right to refuse to have their child participate in any specialized, separate ESL program or service, and Pennsylvania has developed policies and procedures to satisfy this federal requirement. To support

implementation of this new policy, the Pennsylvania Department of Education delivered a webinar on February 9, 2017 providing guidance to school administrative personnel on required opt-out procedures and communications, as well as continued school responsibilities toward educating English learners. To view the archived webinar and related documents, see the homepage of the [ESL Portal](#).

RESEARCH, RESOURCES & LEARNING OPPORTUNITIES

WIDA's Differentiation for Linguistically Diverse Students Webinar

May 25, 2017 | 3:00 – 4:30PM

The Pennsylvania Department of Education in partnership with the Center for Schools and Communities and WIDA is pleased to offer a live, online session titled, "Differentiation for Linguistically Diverse Students." Amy Faust Fraser, Professional Development Outreach Specialist at WIDA, will be the webinar presenter. Pre-registration is required.

This webinar is designed for school administrators (e.g., principals, assistant principals, ESL directors and coordinators, curriculum and instruction staff) who have a good understanding of second language acquisition and the WIDA ELD Standards Framework. The session will dive deeper into learning about differentiating for language within content instruction and assessment. This session will also prepare administrators to support their content specialists in the classroom who instruct English learners.

To register for this online session, visit the [ESL Portal](#).

Unlocking Learning: Science as a Lever for English Learner Equity

Unlocking learning: Science as a lever for English Learner equity

The recently published [report](#) from The Education Trust – West outlines research on supporting English learners in the content area of science. The report concludes that combining science practice

such as interaction with phenomena and science note-taking, and language development activities is linked to dramatic, simultaneous increases in academic performance in reading, writing, and science.



CLASSROOM TIPS, TRICKS & BEST PRACTICES

English Learners and Non-cognitive Skills

Recent years have seen a surge of educational research centered on supporting students in the area of non-cognitive skills, including topics such as grit and growth mindset. Educators and researchers have begun looking at how these promising practices can be adapted and applied to support English learners in our classrooms. The following resources are a good starting point for exploring these strategies with your students.

Mindset Kit

Developed by Stanford University's Project for Education Research that Scales (PERTS), this comprehensive

[toolkit](#) provides activities, materials and assessments designed to develop growth mindset in students, which is linked to increased persistence and academic success.

Also available is a report, [Promoting Learning Mindsets in Schools: Lessons from Educators' Engagement with the PERTS Mindset Kit](#), which outlines how educators have used Mindset Kit resources, continued challenges, and areas of continued research and development.

Growth Mindset Lesson Plan

In this [blog post](#), Larry Ferlazzo details a multi-day lesson plan designed for introducing the concept of growth mindset

to English learners, including supporting videos and worksheets.

Super ELL

Super ELL is a series of online courses produced by Mawi Learning. These courses, which can be completed online or in a hybrid format, are designed to support the develop of social emotion skills such as mindset and grit in English learners. Visit the website to view a [demo video](#), or download an accompanying [workbook](#) free of charge.



Q&A CORNER

This quarter's Q&A Corner features a keynote presenter highlighted at the March Migrant Education Program - ESL conference, **Dr. José B. González**. DR. Gonzalez, Professor, Chief of English/ Foreign Languages Section, U.S. Coast Guard Academy, and award-winning poet and author of **Toys Made of Rock**.

Everybody's Kids [EK] Tell us about your personal immigration story, and how that experience has affected your academic and creative pursuits.

José B. González [JBG] My family came to the U.S. in pieces. First, my father came, worked and made enough money to bring my mother. Three years later, my mother joined him, leaving my sister and me in El Salvador with my grandmother. A year later my sister and I were reunited with them in Connecticut. The experience showed me the importance of sacrifice, but as an adult, it helped provide me with the passion to make sure that immigrant and Latino stories are told and heard. Creatively, it inspired me to write about my family's sacrifices. So much of what is

written about immigrants is about failure, and I wanted others to know about our successes.

[EK] In *Toys Made of Rock*, you characterize English as a potentially dangerous tool in passages such as "...long before I got hurt playing with my first, English..." Can you tell us about your decision to select this aggressive imagery of language?

[JBG] For me, language was a necessary weapon. When my sister and I first came to the U.S., we found that children were cruel to kids like us who didn't know the English language. They made fun of us on a daily basis, more than that, they attacked us, thinking nothing of ganging up on us. As hard as we tried to protect ourselves physically, we wound up getting beat up on the way to school and in school. English became not only a way to communicate but to defend ourselves. I would discover that English was a weapon that I could use to fight for what is rightfully mine. Without it, I would have remained bruised and beaten.

[EK] As featured keynote speaker and presenter at the upcoming Conference: Education without Borders, you had opportunity to directly address educators of migrant students and English learners. Based on your experience as an immigrant student and language learner, what is one key takeaway you hope these educators walked away with?

[JBG] More than anything, I stressed to them that they are needed now more than ever. They have difficult jobs that have been made even more difficult by the lack of resources, inconsistent public support, and the fact that student progress, because of its nature, can be relatively slow. In an age where the drive for immediate results can be overwhelming, ESL educators need to hear that their work can change lives. I, for one, can attest to the fact that ESL instruction shaped me into the person I am today. I hope these important educators leave the keynote sessions with their heads up and pride in their hearts.

What do you think?

For any comments, questions or suggestions for future issues contact:

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