

Everybody's KIDS

News for all Pennsylvania educators
of English language learners

Fall 2017



WHAT'S NEW

New Pennsylvania English as a Second Language (ESL) Policies and Procedures

In preparation for implementation of the Every Student Succeeds Act (ESSA), the Pennsylvania Department of Education has released a number of updated ESL policies and procedures that have gone into effect beginning with the 2017-18 school year. These updated documents include:

- **Basic Education Circular (BEC): Educating English Learners (ELs)**
The updated BEC outlines requirements and interpretations of the legal mandates governing the education of students who are English learners (ELs) in broad strokes, and is the key document used by Local Education Agencies (LEAs) when designing, staffing, and evaluating effective programs for ELs.



- **English Learner Identification Procedure – Grades K-12 and English Learner Identification Procedure - Pre-K**
These documents outline the required procedures and related policies for identifying English Learner students in both k-12 and pre-school.
- **Classifying Language Instruction Educational Programs (LIEPs)**
This new guidance document assists districts in classifying their LIEPs. The new classifications will be used for data reporting of the 2017-18 school year.

Upcoming PDE Professional Learning Opportunities

On-Site Events

English Language Development (ELD) Curriculum Development & Program Design

October 10, 2017 | PaTTAN Pittsburgh
October 12, 2017 | PaTTAN Harrisburg
October 13, 2017 | PaTTAN East - Malvern

Accessing Inquiry for English Learners through Primary Sources

November 3-4, 2017 | Center for Schools and Communities (Camp Hill, PA)

Formative Language Assessment

December 5-6, 2017 | PaTTAN Harrisburg

Webinars

PIMS ACCESS 2.0/Alternate ACCESS for ELs Precode Internal Snapshot Training

November 2, 2017
10:00 – 11:30AM | 2:00 – 3:30PM (repeat)

Pennsylvania-specific ACCESS for ELs Overview Webinar

November 7, 2017 | 10:00 – 11:30AM

Administering Kindergarten ACCESS for ELs

November 7, 2017 | 1:30 – 3:30 PM

English Learner Reporting System Data Collection

February 27, 2018
10:00 – 11:30AM | 2:00 – 3:30PM (repeat)

For event details and to register visit www.ESLportalPA.info/professional-development.

- **Reclassification, Monitoring, and Re-designation of English Learners (ELs)**
This document outlines the procedure for making reclassification decisions (exiting a student from an EL program) at the end of the 2017-18 school year, using 2018 ACCESS data.

Data Support and Analysis (DASA) Academy

In the 2017-18 school year, the Pennsylvania Department of Education,

in partnership with the Center for Schools and Communities, has launched the Data Support and Analysis Academy (DASA), a two-year, cohort-based professional learning opportunity designed to develop and build the capacity of LEA staff to systematically use data for improving programming and instruction for ELs. During the course of the academy, LEA staff are guided through the design and implementation of effective action research as they explore problem solving strategies, apply findings to sound data-

based decision making and receive supportive technical assistance for their respective projects.

For more information regarding DASA, see this edition's Q&A Corner for an interview with Ben Cohen, Ph.D., Director of Evaluation at the Center for Schools and Communities and lead DASA trainer. LEAs interested in becoming a participating member in Cohort 2 (SY 2018-19) can contact the Center at esl@csc.csiu.org for more information.

RESEARCH, RESOURCES & LEARNING OPPORTUNITIES

Promoting the Educational Success of Children and Youth Learning English: Promising Futures

Published by the National Academies Press and edited by Ruby Takanishi and Suzanne Le Menestrel, this new, comprehensive [report](#) reviews the literature and details promising practices on a varied of topics related to ELs, including:

- Promising and Effective Early Care and Education Practices
- Promising and Effective Practices for English Learners in Grades Pre-k to 12
- Promising and Effective Practices for Specific Populations (e.g., gifted/ talented; migrant, etc.)
- Language Learners with Disabilities

In addition to reviewing the literature on these topics, this informative resource, which is available through a PDF download at no cost, also includes recommendations for policy, practice, and further research.

Education Connections: Supporting Newcomer English Learners Webinar Series

Education Connections, an online learning community created by the Center for Applied Linguistics in partnership with the University of Oregon, is producing a three-part webinar series dedicated to meeting the academic needs of newcomer ELs. To view the archived sessions, visit the [Live Events & Webinars](#) page.

Please note, login is required to access these resources, so if you are not already member [join today!](#)



CLASSROOM TIPS, TRICKS & BEST PRACTICES

Teaching Channel: Five (5) Essential Practices to teach designated English Language Development (ELD) and integrate ELD into Content

The Teaching Channel, in partnership with San Francisco United School District (SFUSD), has produced a new [series](#) of print resources and videos focused on supporting ELs in both designated English Language Development (ELD) classes, and ELD integrated into content area instruction. The entire series incorporates SFUSD's [Five Essential Practices to](#)

[Teach Designated ELD & Integrate ELD into Content](#), which includes:

- Strategically planning and integrating focused academic language study;
- Teaching students to analyze, write and create complex text;
- Clarifying new language and concepts using a variety of strategies and modalities;
- Fostering heterogeneity and collaboration during integrated ELD; and
- Using formative assessment to inform instruction.

Supporting videos available at Teaching Channel include:

- [Foundational Literacy Skills with Newcomers](#)
- [Just the Facts: Integrating ELD into a Kindergarten Social Studies Lesson](#)
- [Making a Claim About Variation: Designated ELD in a Second Grade Science Lesson](#)

Check the video library later this year for part two, which will focus on lessons at the secondary level.

Q&A CORNER



This quarter's Q&A Corner features **Ben Cohen, Ph.D.**, Director of Evaluation at Center for Schools and Communities in Camp Hill, PA. Dr. Cohen

is lead instructor for the Data Analysis and Support Academy (DASA), and is highlighted in this edition's 'What's New' section. Dr. Cohen has served as Director of Evaluation at the Center for nearly 15 years, and previously worked as an education researcher at the American Institutes for Research, having earned his Ph.D. in education policy from the University of Maryland, College Park.

Everybody's Kids [EK] From your perspective as a researcher and an evaluator, please share why data is an important tool for educators to understand and use?

Ben Cohen [BC] Data are important for making informed decisions and there are a wide variety of data available. While data are not the only basis for decisions (ethics, budgets and community norms certainly come into play), they help us organize myriad observations into themes, categories or other measures. While annual state assessments are the most commonly recognized educational data, there are many opportunities to observe classroom and school practices with surveys, interviews, observations and focus groups. Oftentimes these types of data help us learn what's really happening in school. Educators have a great deal of experience and see a lot of interactions in schools, so it makes sense that educators learn how to collect and utilize data. By organizing their observations about educational phenomena in a systematic way, educators can use the data to study a specific question or examine a specific relationship.

[EK] There are five LEA teams participating in Cohort 1 of DASA this year. What can teams expect to learn from participating in the DASA?

[BC] The DASA teams will learn to apply their experience as educators to data-based decision making. What this means is that DASA teams will choose a practical short-term "focus" on any issue related to English Learner (EL) achievement that they can control in their schools or classrooms. One team might focus on strategies to enhance parent involvement while another might pursue a new acclimatization process for kindergarten ELs. DASA teams will craft detailed plans about their designated projects and will also collect the data needed to help them understand their classroom activities and associated outcomes. In doing these projects, DASA teams will learn about defining educational "issues," writing research questions about these issues, designing a "solution" that addresses the issue, and then collecting and analyzing data to determine if the given solution helps their students.

[EK] Action research is a topic that will be integral to DASA activities. Can you briefly share, what is action research, and how can school educators use it to improve educational outcomes for students?

[BC] Anne Burns is leading Action Research (AR) expert. She explains that AR helps educators learn to take a self-reflective and systematic approach to exploring issues they think are important for student success. AR means taking an area (or "focus") that educators feel could be done better, posing specific questions about it, and then creating new solutions to address that area. A key process in AR is to identify a 'problematic' situation or issue that deserves investigation so that student learning can be improved. As action researchers, teachers intervene in a deliberate way and use data they collect to make improvements in their instructional and classroom practices.

