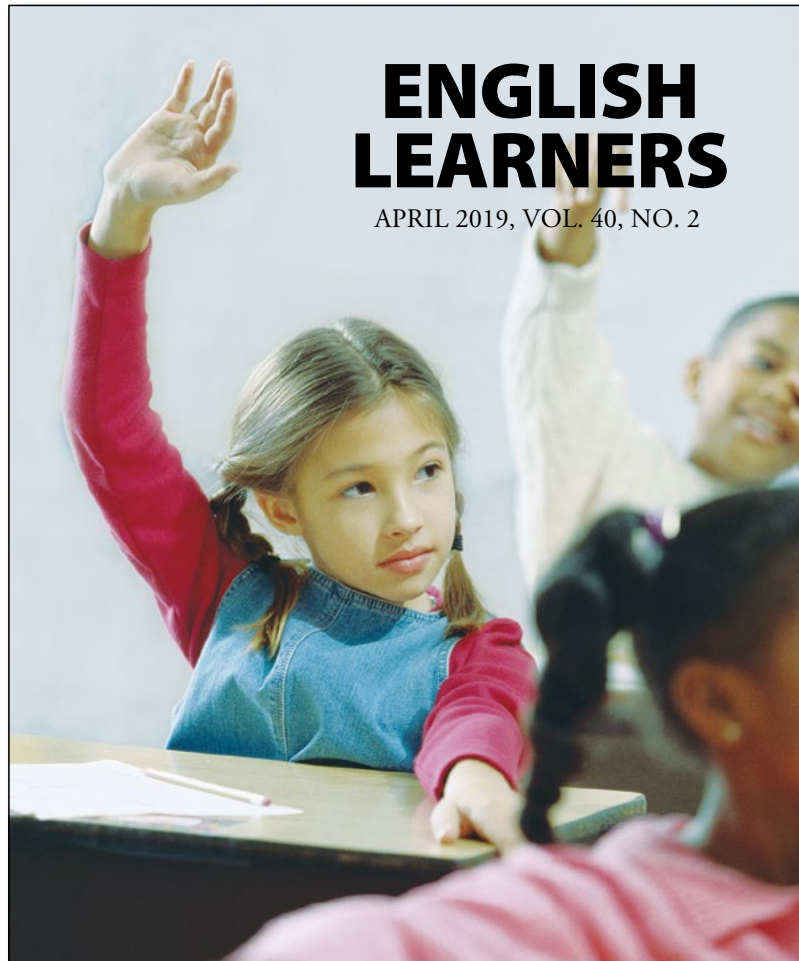


THE LEARNING PROFESSIONAL

SUPPLEMENTAL GUIDE FOR DISTRICT TEAMS



Thank you for being a district member with Learning Forward. To help you spread the learning and engagement with your colleagues, we have designed this supplemental guide exclusively for district members.

This guide will help you take your teams through a deep dive into the latest issue of *The Learning Professional*. In this issue, which is focused on supporting English learners, teams will:

- Examine assumptions and beliefs.

- Discover best practices.
- Engage in reflection on instructional practices.
- Gain valuable tools for evaluating instructional materials.

We invite you to share this guide with building leaders and members of your learning teams. Be sure to give us feedback about whether you found this useful, and if you post on social media, tag us [#LearnFwdTLP](#) [@LearningForward](#) so we can share your good work!

GET STARTED

WHAT I'VE LEARNED
Sarah B. Ottow

Take a schoolwide approach to supporting English learners

A professional learning opportunity focused on English learners is one that I have been fortunate to see here in Bridge an English learner center. My colleagues and I have been fortunate to see this center in teaching about the high standards and the right kind of supports we can all have here in our schools.

Bilingual Brevity
Equity for English Learners

Equity for English Learners

Collaboration (including teacher leadership and co-teaching) build and sustain community of practice.

Leadership and evaluation focused on specific teacher actions that support student learning and teacher professional growth.

Child language (including) and multilingual learning experiences that allow students to use their own linguistic repertoire and their home and culture (diversity of languages, cultures, race, religion, and experiences).

Anti-bias education, because language-learning cannot be separated from linguistic and social justice.

LEADERSHIP MATTERS

Leadership should be seen as a responsibility of all members to model the modeling and professional learning and modeling about culture in the English learner's world. In schools that regard diversity and equity as a priority, English learner populations, I especially find it meaningful to the whole of the professional learning and leadership that is embedded and aligned to a clear vision. Being linguistically agile with a clear vision of what effective instruction looks like, models, and tells the school leader's school community. When I go to know a school, I traverse the school leader and co-teacher learning, together to that I can understand the unique vision of specific instruction.

When the vision is linking, we move to creating, identifying, identifying student needs and how they meet.

Examine assumptions and beliefs.

In **["Take a schoolwide approach to supporting English learners,"](#)** Sarah Ottow writes about why schools are missing valuable opportunities when they rely solely on English learner specialists to support English learners. And in the issue's Q&A feature, Delia Pompa advises districts and schools to make English learners an integral part of strategic planning, rather than an afterthought or an adaptation.

Ask your team to read the Ottow article (p. 8 in the print version) and then facilitate a discussion about how your school or district approaches responsibility for English learners.

ACTIONS

Ask team members to stand up and place themselves on an imaginary line from "I think about English learners most or all of the time in my work" on one end to "I rarely think about my role in supporting English learners" on the other.

Discuss the article in the context of this experience making the line. Use the following questions or create your own.

- How do you see your role in supporting English learners? Did this reading change your thinking? If so, how?
- How do we as a school or district see the responsibility for supporting English learners?
- What assumptions or beliefs underlie these perceptions — for example, assumptions about students or beliefs about the work of teaching?
- What next steps should we take to support English learners — e.g. broadening this conversation to include other staff and leaders, interviewing students and parents about their needs, or identifying specific curricular areas where we need coaching?




NEXT STEPS

FOCUS ENGLISH LEARNERS

LANGUAGE OF LEARNING

CONTENT-RICH TEXTS BUILD KNOWLEDGE AND SKILLS



BY MARIYANN CUCCHIARA

Peter's classroom when she begins. Imagine Peter's first day in class. They talk to him and teach him, and they learn from his rich experiences and high expectations for their children's future.

Each year, more than 10 million students in the United States are new to the classroom. For many, the first day is a new experience. They are often shy and nervous, and they are often looking for a place to belong. They are often looking for a place to belong. They are often looking for a place to belong.

JAWY SENTENCES VERSUS SIMPLIFIED SENTENCES

Jawy sentences are complex, engaging, and often include figurative content. They are usually 10 to 15 words long and more than one clause. They are often used to describe a scene or to tell a story. They are often used to describe a scene or to tell a story.

THE BENEFITS AND RISKS

ADVANTAGES

- In the classroom, when there is a mix of oral and written language, students are more likely to use the language they hear.

CHALLENGES

- 1. There is less time to teach.
- 2. Students need to be able to read.
- 3. They are often in a special class.
- 4. They are often in a special class.

PROFESSIONAL LEARNING AND SUPPORT

ANDY LINDEN

- As a teacher, I might not have all the answers, but I can learn from my colleagues. I can learn from my colleagues. I can learn from my colleagues.

TEACHERS CAN INCORPORATE STUDENTS' NATIVE LANGUAGE INTO THE CLASSROOM

BY ROSITA AFODACA, TARETHA BERNSTEIN-DAVIS, AND SARA DEMARTINO

In our professional development work with teachers of English learners, we have identified eight practices that support English learners' access to complex texts and their (Lindén, 2017). Two of these strategies — talk and active language use — are particularly beneficial for their academic, cultural, and economic success. With professional learning support, teachers can become knowledgeable about the benefits of these strategies for students and empowered to use them, even if they are struggling speakers.

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FOCUS ENGLISH LEARNERS



IN THEIR OWN WORDS

HOW TEACHERS CAN INCORPORATE STUDENTS' NATIVE LANGUAGE INTO THE CLASSROOM

BY ROSITA AFODACA, TARETHA BERNSTEIN-DAVIS, AND SARA DEMARTINO

In our professional development work with teachers of English learners, we have identified eight practices that support English learners' access to complex texts and their (Lindén, 2017). Two of these strategies — talk and active language use — are particularly beneficial for their academic, cultural, and economic success. With professional learning support, teachers can become knowledgeable about the benefits of these strategies for students and empowered to use them, even if they are struggling speakers.

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Reflect on instruction.

Articles in this issue explain the importance of rich discussion and complex text in ensuring that English learners meet college- and career-ready standards.

Divide your team into smaller groups based on grade level, role, or other grouping category.

ACTIONS

1. Ask each group to choose to read either **“Language of learning”** (p. 32 in the print version) or **“In their own words”** (p. 37).
2. Ask groups to explore these questions:
 - How can you incorporate instructional strategies described in the article in your own work — e.g. the math classes you teach or your coaching sessions with teachers?
 - What challenges do you anticipate, and how can you overcome them?
 - What additional professional learning support do you need to incorporate the strategies?
 - What other strategies have you used that could complement these strategies?

DEEP DIVE

TOOLS Multiple sources for your convenience

DO YOUR MATERIALS MEET ENGLISH LEARNERS' NEEDS?

BY CRISTAL GONZALEZ AND RINAI SKARIN

There is abundant evidence demonstrating the impact of high-quality, relevant learning materials on student practice and student learning. Yet this evidence has not translated widely into more equitable learning opportunities for all students.

English learners tend to have the same or traditionally rich, grade-level content and instructional materials. With some English learners receiving instruction in math and English language arts despite lack of English language proficiency, it can be challenging for the science to simplify the content or adjust an assessment to meet the learning needs of English learners. Instructional materials need to be differentiated to meet all students.

What do materials that do this well look like, and how do you know if you're using it?

The English Learners Success Forum, an organization working to advance instructional materials to address the linguistic and cultural needs of English learners, created national English learner experts. Addressing content, practice, and resources to create more accessible English learner supports in English language arts and math materials.

Each year, a group of experts use a grid of questions for each content area, content standard, and/or skill to determine if each material is accessible and meaningful for students with limited English language skills. The grid includes questions about content, practice, and resources to create more accessible English learner supports. Using the tool, you can determine if the materials you are using are accessible and meaningful for students with limited English language skills.

There are no intended to be used for grading purposes, or to assign scores to materials. Through reflection and discussion, we can understand how and why current approaches may not be providing the needs of students in need of English learner materials and design better practices.

There are no intended to be used for grading purposes, or to assign scores to materials. Through reflection and discussion, we can understand how and why current approaches may not be providing the needs of students in need of English learner materials and design better practices.

Our goal is to have a more truly collaborative or professional learning community to consider the evidence-based strategies in the tool, and work together to make content, practice, and evidence for each question more visible and use those practices as a guide to our schools or districts. This can also build on this discussion to identify materials or practices that need to be revised or replaced.

Cristal Gonzalez (@cristalgonzalez) is executive director and Rinai Skarin (@rinaiskarin) is director of content. www.englishlearnersuccessforum.org

ENGLISH LANGUAGE ARTS GUIDELINES INVENTORY

The questions below consider the extent to which the English language arts instructional materials under review meaningfully meet English learner needs and how you would adjust your resources using specific examples from these materials. Check the answer that best reflects your rating of these support options based on the evidence provided.

AREA OF FOCUS 1: INDEPENDENCE OF ORAL LANGUAGE, DISCRIMINATE WRITING, AND TEXT ENGAGEMENT

1. How often are these effectively active oral language development activities given students to engage with grade-level appropriate content, strategies, practices, and subject matter?

Instructional materials using	1. Always	2. Substantially	3. Somewhat	4. Often	5. Occasionally
	insufficiently	insufficiently	insufficiently	insufficiently	insufficiently

ANSWER ONE: _____

2. How often and how effectively do writing activities incorporate the content with peers and teacher as an integral part of the instructional

Instructional materials using	1. Always	2. Substantially	3. Somewhat	4. Often	5. Occasionally
	insufficiently	insufficiently	insufficiently	insufficiently	insufficiently

ANSWER TWO: _____

3. How often and how effectively do instructional materials provide interactive language development activities to support students in engaging with content?

Instructional materials using	1. Always	2. Substantially	3. Somewhat	4. Often	5. Occasionally
	insufficiently	insufficiently	insufficiently	insufficiently	insufficiently

ANSWER THREE: _____

Source: English Learners Success Forum, www.englishlearnersuccessforum.org

Analyze instructional materials.

Tools from the [English Learners Success Forum](#) (pp. 62-70 in the print version) are designed to help districts and schools evaluate whether their instructional materials meet English learners' needs.

Divide your team into two groups that will focus on English language arts and math.

ACTIONS

1. Divide each group into trios or small groups based on grade level or role. Assign each trio to work together to complete one or more of the five focus areas in their subject (English language arts or math).
2. Merge all the groups focused on English language arts and all of those focused on math to compile their responses. Have a recorder for each team record these on flip chart paper.
3. Bring the full team together to share findings for each content area, and begin discussing what steps you can take to make curricular materials more accessible.
4. Schedule a time to further this discussion about instructional materials.



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WAS THIS GUIDE HELPFUL?



UP

CLICK a thumb to share your feedback.



DOWN

Questions about this guide? Contact suzanne.bouffard@learningforward.org.