

Monthly Happenings: Summer 2019

Updates from IDOE's English Learner Team

LATEST NEWS

Farewell, Learning Connection Title III Community

On July 1, the Title III Community on Learning Connection came to its end. IDOE continues to modernize its systems, and the EL team will continue to seek out the best ways to communicate updates, guidance, resources, and professional learning opportunities. As these come into clearer focus, the following are the best methods to receive EL-related updates and information:

- **Monthly Happenings Newsletters:** We hope you'll share this resource with your colleagues! Anyone is able to subscribe for the email versions [here](#).
- **Dr. McCormick's Weekly Newsletter:** This will be the source of the most up-to-date EL announcements. This information will be consolidated in Monthly Happenings, however some of the information may be time-sensitive so we encourage you to subscribe. You can do so [here](#).
- **IDOE English Learning Website:** Our EL site will be our hub for policy guidance, upcoming PD opportunities, grant application information, past EL leadership resources and Monthly Happenings newsletters, EL101, and more. Bookmark and check back soon for updated guidance documents for the 2019-2020 school year.
- **Direct Outreach:** You are always encouraged to reach out to one of our team members with your English Learner questions! See our contact info toward the end of the newsletter.

Individualized Grant Support

To better serve districts and schools with our communications and support, each LEA will be assigned an IDOE EL team representative for the upcoming grant application and review processes. This representative will be your point of contact for all things Title III, NESP, Immigrant Influx, and Refugee grants, as well as ongoing support with grant amendments and reporting. See a list of LEA grant specialist assignments in the table [here](#).

2019-2020 NESP Application Now Open in IntelliGrants

Please read the memo below for important information regarding the release of the 2019-2020 NESP application, which is now live in IntelliGrants. The NESP application is the first to be piloted in the new grants management system. The memo includes details on how to access the system, links to a walk-through and user manual, information on budget table coding, and more. We will be covering the IntelliGrants system in-depth at the EL Directors' Meetings in August.



NESP Application Release Memo.pdf

[Download](#)
160.5 KB

2019 Title III and NESP APR, FER Now Available

The Title III and Non-English Speaking Program (NESP) Annual Performance Reports (APRs) and Financial End Reports (FERs) are now available. The 2018-2019 APRs for Title III, NESP, and Immigrant Influx are due **September 30**. The 2018-2019 NESP FER, 2017- 2019 Title III FER, and 2017-2019 Immigrant Influx FER are due **December 31**. Please see the [2019 Title III and NESP APR/FER Memo](#) for information on how to submit these reports.

Updated WIDA ACCESS Scores

All WIDA ACCESS reports for students who needed amending during the post-validation window are now available in WIDA-AMS. This includes students needing scores merged and late returns.

Also, while the communities have been removed, [Learning Connection](#) will remain a source for WIDA ACCESS results for students assessed in Indiana. If you have a student enrolling in your school coming from elsewhere in Indiana, you will be able to view their past ACCESS results. Once logged in, go to the "Reports" tab > "Student Summary" > type in a student's STN and run report. ACCESS results will appear in a tab labeled "WIDA". These scores will be available in Learning Connection in the coming weeks.

Please note that you will only be able to view student results in Learning Connection for those who have been successfully enrolled in your school or district. The data shown only reflects ACCESS administered in Indiana, not other states. In order to view, you will also need the correct permissions, assigned by your local Learning Connection administrator.

Reminder: Annual EL Directors' Meetings

The Annual EL Directors' Meetings are right around the corner! If you are an EL administrator or district leader and have yet to [register](#), please do so. The meetings will take place on August 13 and 14 at the following address in Lawrence Township in Indianapolis:

6501 Sunnyside Rd.
Indianapolis, IN 46236

The New EL Directors' Meeting will be held on Tuesday, **August 13**, and the Annual EL Directors' Meeting for new and returning EL directors will be held on Wednesday, **August 14**. Both meetings will be held from 10 a.m. to 4 p.m. Apart from opportunities to network with fellow EL leaders and IDOE's

EL team, this year participants will receive important information on EL teacher licensure requirements, IILP, the Intelligrants system, and much more. We can't wait to see you all there!

PROFESSIONAL LEARNING

IDOE EL Summer PD Roadshow Recap

IDOE's EL team recently wrapped up the 2019 Summer EL PD Roadshow, with sessions focusing on the EL teacher role and cultural competency. Thank you to all of the attendees, as well as to our wonderful hosts: MSD Pike Township, Monroe Co. Community Schools, East Allen Co. Schools, and Tippecanoe Schools, for making it a success. It was empowering to connect and reflect with teachers and administrators of English learners from across the state. We hope you found it as energizing and informative as we did!

As always, visit the [IDOE EL Professional Learning & Resources page](#) to view a calendar of upcoming English learner-focused PD.



Stay Tuned! WIDA eLearning Offerings Coming Soon

WIDA has consistently been an English learner-focused professional development provider for Indiana since joining the consortium, and they will soon do so in new formats. While there will continue to be in-person trainings offered throughout the school year, WIDA will launch eLearning courses this September which will be free for Indiana educators to participate. This will allow educators to attend PD at their own pace, and without the time and cost of possible travel. We are excited that English learner support can be delivered to an expanding number of educators. Stay tuned for updates and additional details in the near future.

THE WORLD OF ENGLISH LEARNING

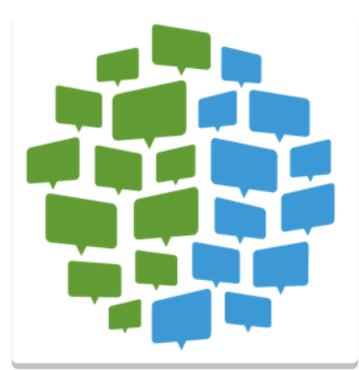
Indiana Refugee Series: Indianapolis Public Schools

IPS' Newcomer Program educates and values the rich diversity of newcomer students and families. The purpose of the program is to develop foundational literacy skills while simultaneously teaching content in an environment that supports students in their transition to schooling in the United States. A variety of courses are offered for middle and high school students to become familiar with the content and also express themselves socially and emotionally. IPS' Newcomer program has students from 27 countries with 17 languages spoken. Thank you, IPS, for all you do for you students socially, emotionally, and academically!



Updated WIDA Guiding Principles

An updated version of the Guiding Principles of Language Development, a document that outlines WIDA's foundational beliefs and exemplifies the Can Do Philosophy, is now available in the [Resource Library](#) on the WIDA website, as well as attached below. This enhanced document provides updated research citations and defines the term *multilingual learner*. The Guiding Principles serve as excellent conversation starters in professional learning and can help educators to advocate for the needs of multilingual learners.



Guiding-Principles-of-Language-Development.pdf

[Download](#)
71.4 KB

New EL Resources from Regional Education Laboratories

The following are recently-released resources and reports surrounding English learners from regional educational laboratories (RELs):

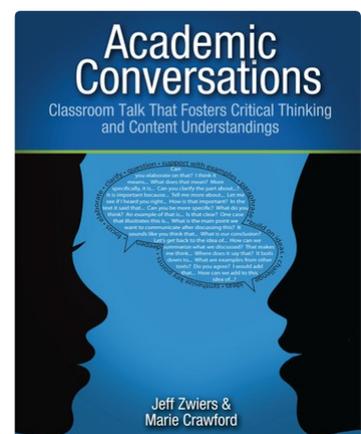
REL Midwest released a [new report](#) on the characteristics associated with English learner student achievement in the Cleveland Metropolitan School District. Researchers examined the student and school characteristics of English learner students in grades 3-8 and investigated how these characteristics are associated with English learner student performance on statewide assessments.

REL Southwest's latest videos discuss English learner students' development of English language and academic proficiency, as well as include practical takeaways for teachers and district leaders: [Cultivating Students' Home Language: The Role of Spanish Proficiency in Learning English](#); [Time to Proficiency for English Learner Students](#)

A Closer Look: Academic Conversations

Chapter 8 of [Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understandings](#) by Jeff Zwiers and Marie Crawford centers on conversation in history courses. With the approach that studying history should be full of conversation rather than facts, famous people, and events to memorize, this chapter highlights key thinking processes and conversation activities for that setting. The following is a list of core thinking skills given for history. Sample prompt and response frames are listed for each in the text.

- Inferring cause and effect
- Recognizing bias
- Applying and transferring to new contexts
- Interpreting



Taking different perspectives
Empathizing
Comparing
Recognizing inconsistencies
Evaluating

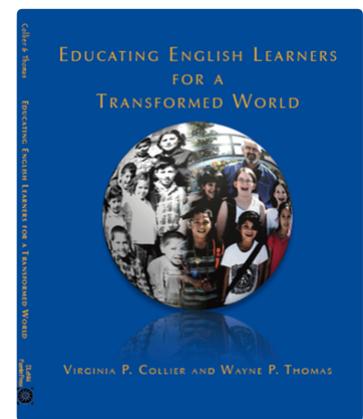
A sample academic rubric for history/social studies is also given. For the rubric, students must focus on five areas.

1. Students must **think and talk like historians** which involves connecting their lives to other time periods as well as seeing biases and perspectives.
2. Students must **stay focused**. Students are to negotiate conflicting ideas and word meanings as well as build on comments.
3. Students must **support** ideas and opinions with examples from text, life, and previous knowledge.
4. Students must **paraphrase** the ideas of their partners in order to clarify, deepen, and stay focused.
5. Students must use **communication** behaviors which involves actively listening, taking turns, and being respectful of comments from their partner.

The strategy of cause-effect diagram is also described in this chapter and can be found, along with other resources, at this [link](#). The text offers several other useful activities to be used within the history classroom such as history quotation conversations, historical source analysis table, and a history time capsule.

Upcoming Book Study

As our closer look at [Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understandings](#) nears a close, we'd like to share our selection for an upcoming book study: [Educating English Learners for a Transformed World](#) by Virginia P. Collier and Wayne P. Thomas. Collier and Thomas have spent decades researching the various instructional models for English Learners, and this book focuses on the effectiveness of the program models, bilingual education and "closing the gap," and the importance of continued first language development. The given research and data make this a must read in considering approaches with English learners. More details to come in next month's Monthly Happenings!



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