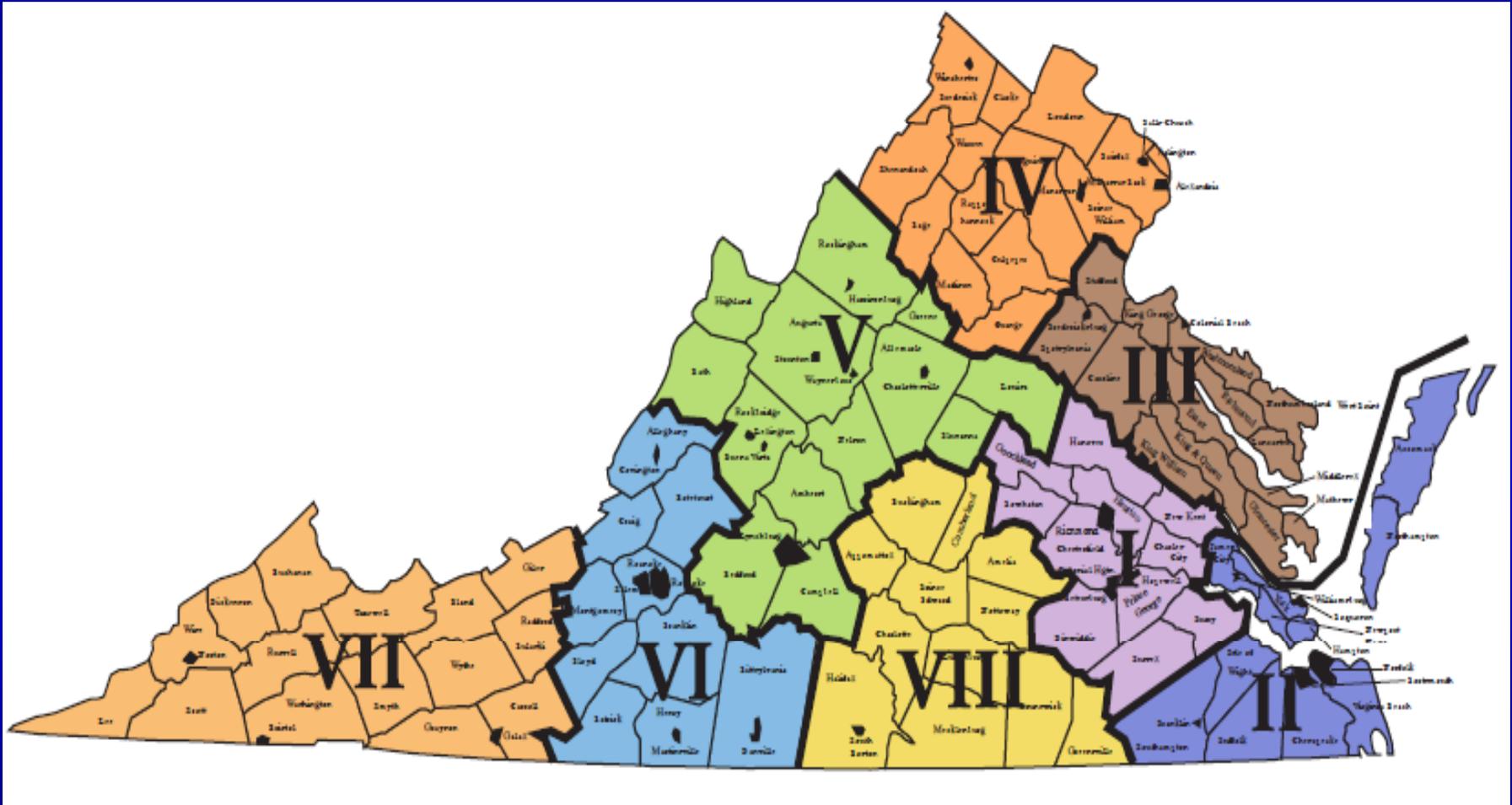


Identifying and Addressing the Needs of an English Language Program



VAFEPA Conference
November 15, 2011
Virginia Department of Education
Office of Program Administration and Accountability

Anticipated Spring 2012 Professional Development Opportunities

- **“Differentiated Instruction for English Language Learners”**

Dates: Spring Semester

Provider: University of Mary Washington

Locations: Norfolk City and Fredericksburg City

- **“What’s Different About Teaching Reading to Students Learning English”**

Dates: February 15-17

Provider: Center for Applied Linguistics

Locations: Alexandria City and Richmond City

**Identification of Areas in Need of
Improvement in an
English Learner (EL) Program**

Objectives

Content Objective: Participants will become familiar with *A Diagnostic Tool for Taking Your English Language Program's Pulse* and *Staff and Parent Needs Assessment Surveys*.

- **Language Objective:** Participants will discuss which staff members within the division should be recommended as members of the steering committee to complete and discuss the diagnostic tool.

A Diagnostic Tool for Taking Your English Language Program's Pulse

Self-evaluation tool for English language programs in states, divisions, and schools

***“Making Sure Your English Language Program for English Learners (ELs) Passes the Civil Rights Test”
Materials adapted from edCount, LLC***

The Diagnostic Tool is meant to...

Support administrators' efforts to identify areas of strength and areas for improvement for their English language programs and services

Assist in the first step to identify and address practices that would benefit from 1) tighter scrutiny, 2) improved conceptualization, or 3) further study to determine their quality

Provide useful "next steps" upon completion of the questionnaire

Diagnostic Tool Includes...

- **Overview of Document**
- **Summary of Diagnostic Questions**
- **Simple form for recording information about the English program and services in response to the 12 primary questions and related sub-questions that the review committee believes are critical to a successful and compliant program for English learners (ELs)**

Diagnostic Tool Components

Dimension 1: Identification and Placement

Dimension 2: Instruction

Dimension 3: Assessment

Dimension 4: Exit and Redesignation

Dimension 5: Equity and Access

**Dimension 6: Program Design and
Evaluation**

Components of each dimension include:

- **Questions to consider**
- **Sub-questions to consider**
- **Comment/Evidence for each sub-question**
- **Sub-question rating of**
 - **Fully Implemented**
 - **Partially Implemented**
 - **Not Implemented**

Sample Questionnaire Format for Self-Evaluation

Dimension 1: Identification and Placement

How do your EL Services Rate?

1. Is there a standardized process in place for identification and placement of ELs?

1.1. Does the process include:

1.1.1. A home language survey or other method for identifying students who may need language support services?

Comments / Evidence:

Sub-question rating: Fully Implemented Partially Implemented Not Implemented

Sample Questionnaire Format for Self-Evaluation

Dimension 6: Program Design and Evaluation

How do your EL Services Rate?

12. Is there a system in place to evaluate the effectiveness of the program?

12.1 Does the program have clearly defined goals by which to measure whether or not it is working?

Comments / Evidence:

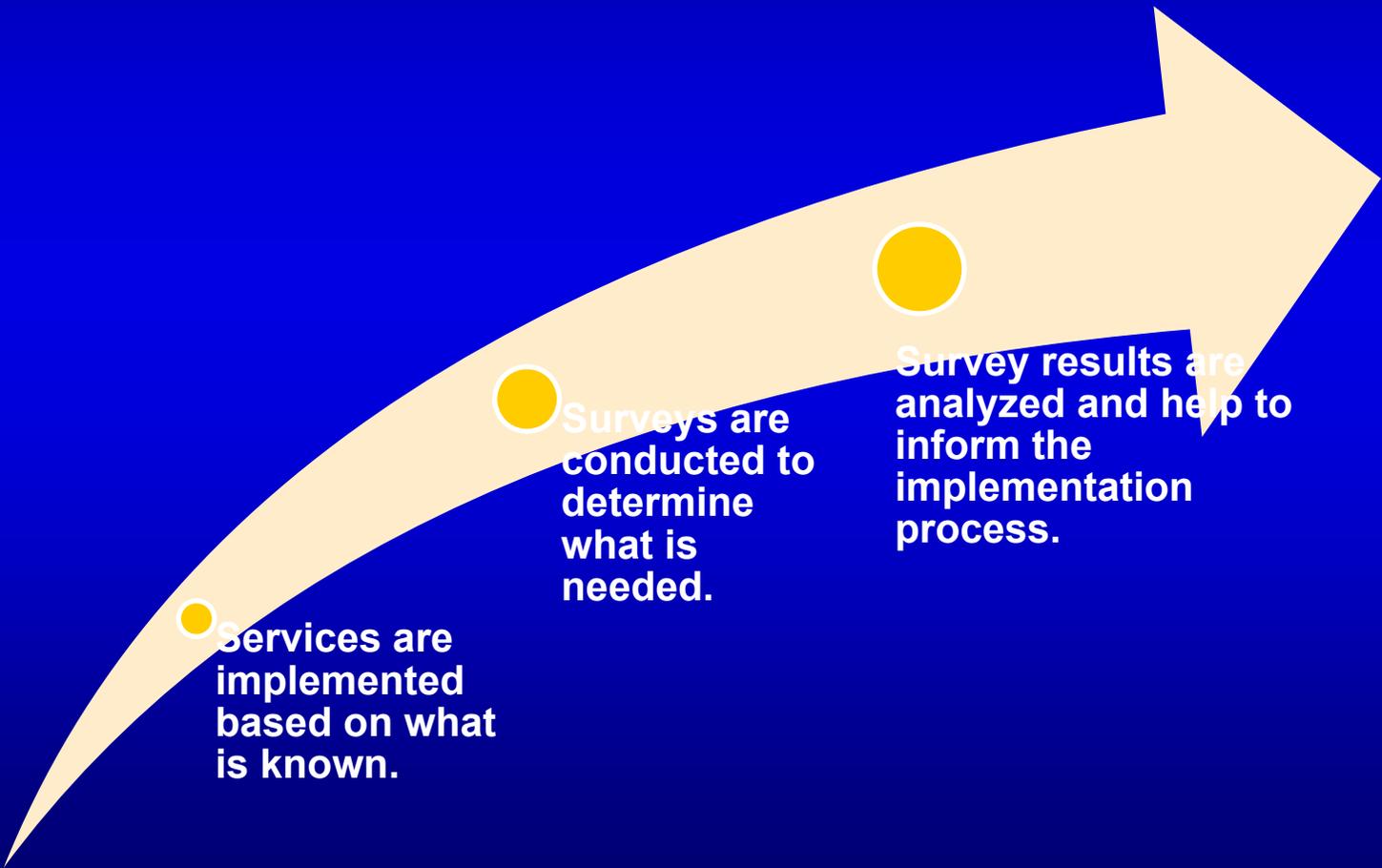
Sub-question rating: Fully Implemented Partially Implemented Not Implemented

Next Steps...

- **Gathering parents, teacher, students and/or administrators for focus groups to get their input on effective programs and services;**
- **Organizing committees to address specific areas for improvement and highlight program strengths;**
- **Consulting personnel in the division for support to determine a course of action;**
- **Consulting outside experts to determine a plan for improvement; and**
- **Making alterations to the EL program, screening or identification practices, or other programs within the school division or school.**

Staff and Parent Needs Assessment Surveys

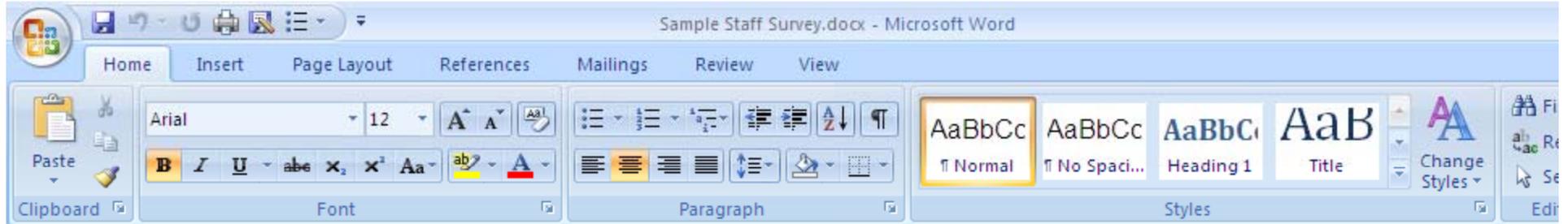
PROCESS to Implementation



Services are implemented based on what is known.

Surveys are conducted to determine what is needed.

Survey results are analyzed and help to inform the implementation process.



**SAMPLE
SCHOOL DIVISION
ENGLISH LANGUAGE PROGRAM
STAFF NEEDS ASSESSMENT SURVEY
DATE**

Check position below:

- Title III Coordinator Title III Teacher/
Paraprofessional Mainstream Teacher Administrative staff
 Other: _____

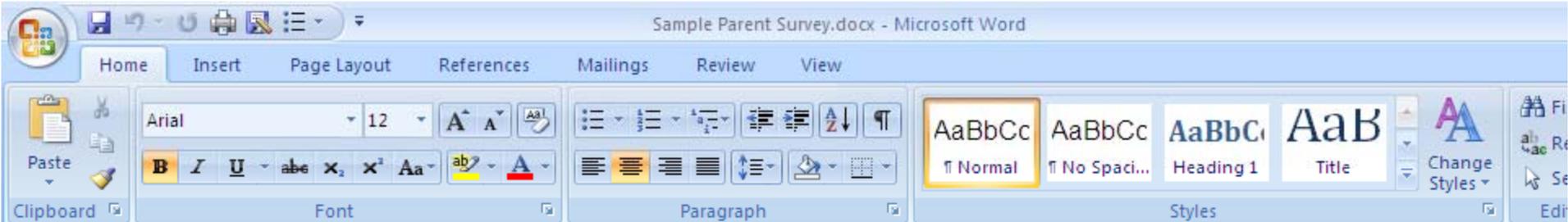
Directions: Please check () the areas that you feel are needed **MOST** to help English learners (ELs).

1. INSTRUCTIONAL SERVICES (Check all that apply)

- | | | |
|--|---|--|
| <input type="checkbox"/> summer programs | <input type="checkbox"/> high school credit programs | <input type="checkbox"/> supplementary reading |
| <input type="checkbox"/> preschool programs | <input type="checkbox"/> drop-out prevention programs | <input type="checkbox"/> supplementary math |
| <input type="checkbox"/> in-school tutoring | <input type="checkbox"/> GED/programs for out-of-school youth | <input type="checkbox"/> ESL |
| <input type="checkbox"/> extended day tutoring | <input type="checkbox"/> graduation/career activities | <input type="checkbox"/> other _____ |

2. SUPPORT SERVICES (Check all that apply)

- | | | |
|---|---|---|
| <input type="checkbox"/> interpreting/translating | <input type="checkbox"/> parenting education (i.e., nutrition) | <input type="checkbox"/> career/postsecondary information |
| <input type="checkbox"/> locating resources | <input type="checkbox"/> counseling for students | <input type="checkbox"/> other _____ |
| <input type="checkbox"/> books/materials/supplies | <input type="checkbox"/> health referrals (medical/dental/vision) | |



**SAMPLE
SCHOOL DIVISION
ENGLISH LANGUAGE PROGRAM
PARENT NEEDS ASSESSMENT SURVEY
DATE**

Directions: Please check (☑) the areas that you feel are needed **MOST** to help your children be more successful in school.

1. INSTRUCTIONAL SERVICES *(Check all that apply)*

- | | | |
|---|---|---|
| <input type="checkbox"/> summer programs | <input type="checkbox"/> High school credit programs | <input type="checkbox"/> more reading/literacy help |
| <input type="checkbox"/> pre-school programs | <input type="checkbox"/> drop-out prevention programs | <input type="checkbox"/> more mathematics help |
| <input type="checkbox"/> in-school tutoring | <input type="checkbox"/> GED/programs | <input type="checkbox"/> English language proficiency |
| <input type="checkbox"/> before/after school tutoring | <input type="checkbox"/> graduation/career activities | <input type="checkbox"/> other _____ |

2. SUPPORT SERVICES *(Check all that apply)*

- | | | |
|---|---|---|
| <input type="checkbox"/> interpreting/translating | <input type="checkbox"/> parenting education (ex., nutrition) | <input type="checkbox"/> information for adult ESL classes |
| <input type="checkbox"/> locating resources | <input type="checkbox"/> counseling for students | <input type="checkbox"/> career/postsecondary information |
| <input type="checkbox"/> books/materials/supplies | <input type="checkbox"/> health referrals (medical/dental/vision) | <input type="checkbox"/> information on 0-4 yr old services |
| <input type="checkbox"/> transportation | <input type="checkbox"/> referrals to community agencies | <input type="checkbox"/> other _____ |

3. SUGGESTIONS *to improve services to English learner and their families (Check all that apply)*

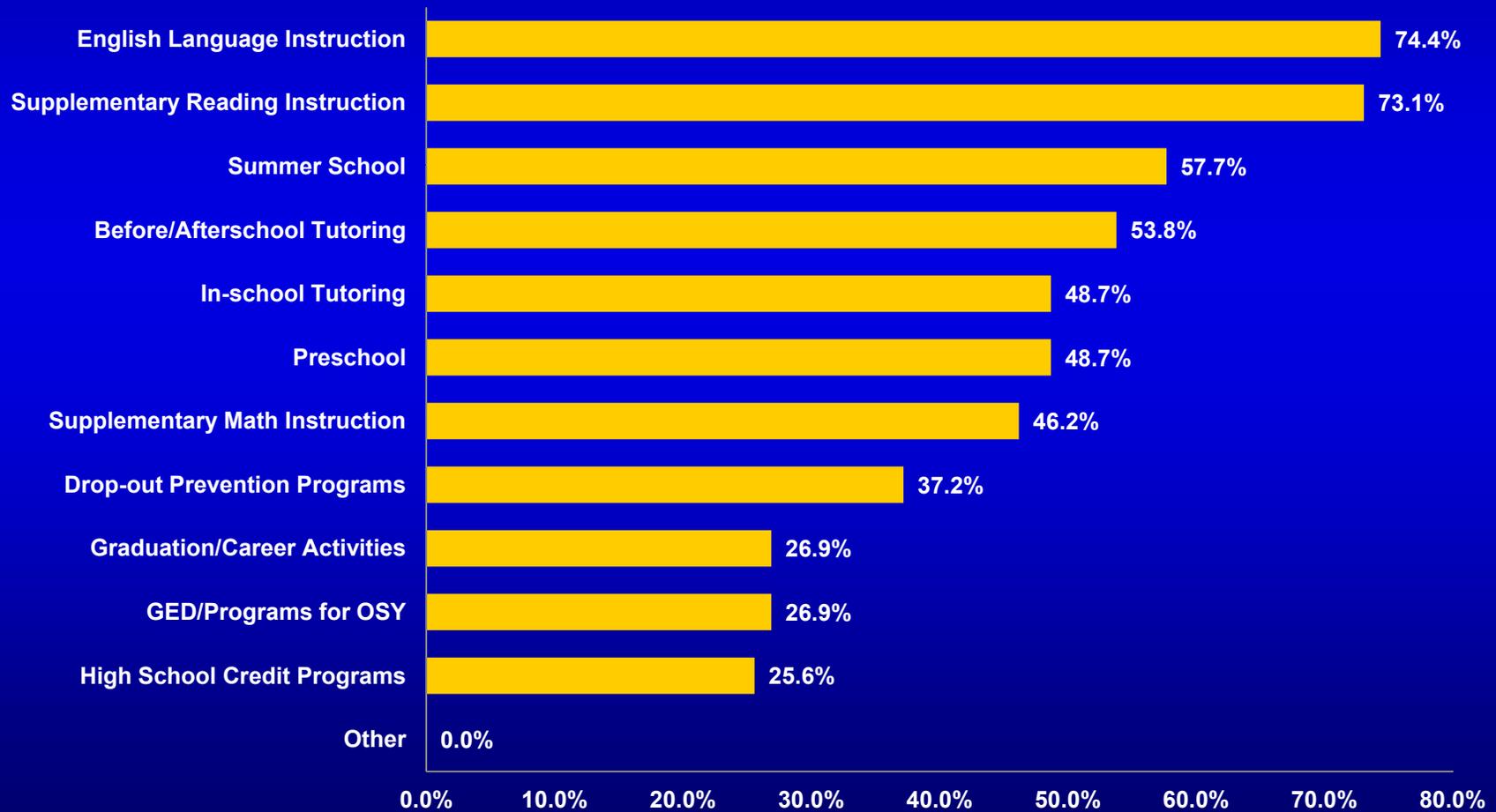
Survey Commonalities

Staff Needs Assessment Survey	Parent Needs Assessment Survey
Instructional Services	Instructional Services
Support Services	Support Services
Topics for Greater Parent Involvement to Support their Child's Learning	Topics for Greater Parent Involvement to Support their Child's Learning

Survey Differences

Staff Needs Assessment Survey	Parent Needs Assessment Survey
Topics for Professional Development to Increase Knowledge/Skills for Educators and other staff who work with English learners (ELs)	N/A
Suggestions to Improve Services to ELs	Suggestions to Improve Services to ELs and their Families
Other comments about the needs of staff for ELs and parents	Other comments about how the school can support parents and families?

Sample Migrant Staff Needs Survey Results for Discussion Purposes



Based upon the survey results...

What are the top three identified needs?

How would you use the results to inform program design?

How would you use the survey results to develop professional development opportunities that would enhance the knowledge of staff who work with ELs?

Next Steps?

Organize committees to include parents, teachers, administrators, and/or students to address specific areas for improvement and highlight program strengths;

Make adjustments to the English language instruction program or EL screening or identification practices;

Identify best practices at one school or site and duplicate these efforts across the division;

Identify topics of concern to address through professional development and parent meetings; and

Identify existing resources that may help the division meet its goals.

Data Analysis

Divisionwide Title III Data Ask Yourself...

Have you analyzed your ACCESS data at the division, school, and student level?

Have you analyzed your SOL data at the division, school, and student level?

Have you analyzed your graduation rate data at the division, school, and student level?

Sample AMAO1 (Progress) Data

(2011-2012 results based upon the spring 2010 and spring 2011 ACCESS for ELLs® data)

School name	Total number of students tested	Total number of students met progress	AMAO 1 (progress) percentage rate	Met Target (66%)
Elementary Schools				
School #1	48	35	72%	Yes
School #2	28	20	71%	Yes
School #3	49	25	51%	No
School #4	29	22	76%	Yes
Middle Schools				
School #1	23	10	43%	No
School #2	35	15	42%	No
High Schools				
School #1	39	35	89%	Yes
School #2	26	18	69%	Yes
Division AMAO 1 (progress) Results	277	180	64%	No

How could the elementary data be used to determine strengths and weaknesses at this level?

What is reflected by the data at the middle school?

How could elementary and high school data be used to develop interventions for the middle school?

How could data be used to determine the effectiveness of the English Program at all levels?

A Few Best Practices for Analyzing Data

- 1. Determine why the data needs to be analyzed;**
- 2. Identify the most appropriate and knowledgeable participants to be a part of the data team;**
- 3. Know where the data is located;**
- 4. Take steps to minimize the time in collecting and analyzing the data;**
- 5. Take advantage of what is working; and**
- 6. Be prepared to make recommendations for “next steps” once data results have been analyzed.**

Successful ESL Program Implementation

Roundtable Discussions

Report Out!

Topics for Roundtable Discussion

Topic 1: Discuss the process your school division has in place for identification, screening, and assigning WIDA ELP levels.

Topic 2: Discuss ESL instructional model(s) your school division implements to provide ESL services to elementary, middle, and high school ELs.

Topic 3: Discuss your school divisions high school ESL pathway to meeting graduation requirements? Are teachers that instruct ELs in the high school endorsed in the content of instruction.

Topic 4: Discuss your divisionwide Title III professional development and parental outreach opportunities.

Topic 5: Discuss how your school division encourages cultural awareness among school and central office staff.

A Few Best Practices for English Programs and Professional Development

- 1. Ensure effective, compliant, and successful identification of ELs;**
- 2. Ensure EL instruction is based on educational theory and scientifically based research;**
- 3. Encourage English programs to be modified based on the EL population needs;**
- 3. Provide training for middle school and high school counselors to understand the academic pathway based upon the ELP level of the EL;**
- 4. Foster EL parent participation;**
- 5. Encourage staff to work collectively when involved in EL related decisions;**
- 6. Promote collaboration among English language and content area teachers; and**
- 7. Promote professional development opportunities for staff working with ELs provided by division and state.**

Virginia Department of Education Title III Contacts

Judy Radford
ESL Coordinator

Judy.Radford@doe.virginia.gov

(804) 786-1692

Stacy Freeman
ESL Specialist

Stacy.Freeman@doe.virginia.gov

(804) 371-0778