OKLAHOMA STATE DEPARTMENT OF EDUCATION
ENGLISH LEARNER GUIDEBOOK
Changing Educational Outcomes for English Learners

OKLAHOMA
Education

Contents

❯ Introduction

The Oklahoma State Department of Education (OSDE) believes every child has the right to a strong, competitive education that can lead to a productive and fulfilling life and is committed to empowering every English Learner (EL) to be successful in whatever path they choose. To ensure this goal, every EL in Oklahoma must have access to a high-quality education that prepares them with the linguistic, cultural and academic skills necessary for success in the 21st century.

Oklahoma educators are responsible for providing an equitable, rigorous and engaging education to all students. Because Oklahoma serves approximately 60,000 ELs who speak more than 160 different languages, this can be a challenging responsibility. This guidebook is intended to assist districts in meeting that challenge by introducing evidence-based strategies and practices that have been shown to increase the effectiveness of EL instructional programs. These resources can help ensure districts appropriately serve their EL students and use programs that are most likely to lead to academic growth and achievement in content and English language proficiency assessments, as required by the accountability measures stipulated in the Every Student Succeeds Act (ESSA).

Theory of Action
Our theory of action focuses on instruction.

The needs of ELs are best met when they are provided access to high-quality instruction with content acquisition and growth of language proficiency opportunities occurring all day, every day. Oklahoma schools can best provide equitable, high-quality education to ELs through effective English language development (ELD) instruction aligned to **Oklahoma's Academic Standards**.

A Focus on Instruction

Providing ELs equitable, high-quality instruction requires Oklahoma administrators and educators to design and implement school structures and systems, instructional models and supports that allow language instruction to occur across all content areas and grade levels.

This publication provides guidance on how to execute such programs, including evidence-based practices of effective instruction and successful language acquisition methods and strategies for ELs. Aligning local practices to these suggestions will help schools provide ELs more equitable access to standards-based content and high-quality instruction.

Who Is an English Learner (EL)?

An EL is a student whose Home Language Survey indicated a language other than English on any or all of the three language questions and who did not show proficiency when subsequently assessed using a WIDA or state screening tool. The **Bilingual Count Verification and EL Identification Process packet** can provide additional information regarding the state EL identification process.

Students Who Are English Learners

Year	Count
2019-20	59,853
2018-19	57,134
2017-18	55,258
2016-17*	49,536
2015-16	50,107
2014-15	49,040
2013-14	48,318
2012-13	46,864
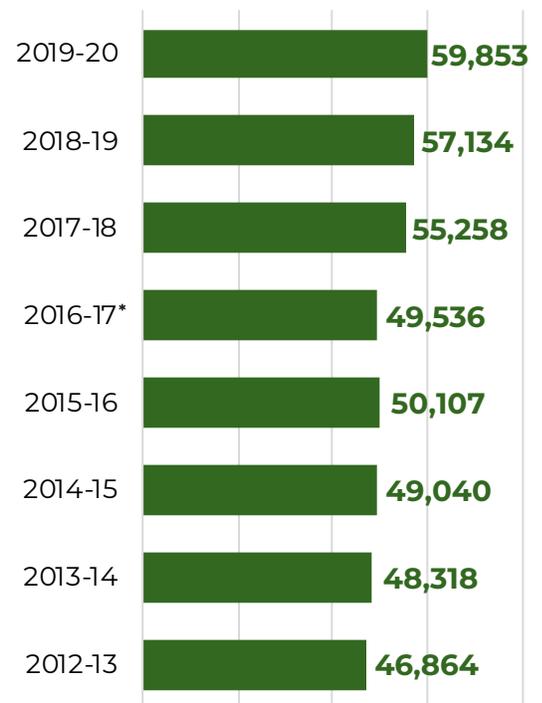
Oklahoma State Deartment of Education Office of Assessments (Oct. 2019)

*Due to changes in the WIDA ACCESS assessment, fewer students were able to exit English Learner (EL) programs at the end of the 2016-17 school year.

Oklahoma's English Learner population has been steadily increasing in recent years.

All ELs must have a completed **English Language Acquisition Plan (ELAP)** provided to their parents or guardians and available to their teacher(s). The ELAP is a formal document that outlines those supplemental services and accommodations an EL student is required to receive in order to become academically successful and proficient in English. An ELAP contains a student's placement and proficiency test information, classroom and state testing accommodations, and student language learning goals selected from the **WIDA Can Do Descriptors**. ELAPs can be changed as often as a district deems necessary but must be updated at least annually.

Oklahoma's State Assessments

The Oklahoma School Testing Program (OSTP) includes the required standards-based, summative assessments for Grades 3-8 that are aligned with **Oklahoma Academic Standards** in Mathematics, English Language Arts and Science.

The Oklahoma College and Career Ready Assessment (CCRA) is the required standards-based assessment for Grade 11. Either the ACT or SAT may be used to satisfy this requirement, at district discretion.

ELs must participate in all state assessments required of their current enrollment year, although the impact an EL will have on site accountability indicators may vary depending on the student's year of initial identification and the total number of ELs served by the site. More information regarding ELs and site accountability can be found on the **Oklahoma School Report Card Resources** page.

Language Instruction Educational Programs (LIEPs)

In 1974, the Supreme Court decision in *Lau v. Nichols* ruled that a lack of supplemental language instruction for students with limited English proficiency (LEP) violated the Civil Rights Act of 1964 and that students with language barriers must be provided with "appropriate relief" that would allow them access to a meaningful education.

In 1974, the Equal Educational Opportunities Act clearly prohibited discrimination against faculty, staff and/or students and requires school districts to take action to overcome barriers to students' equal participation.

The case of *Castaneda v. Pickard* (1978) further defined the actions public school districts must take to ensure that language programs designed for English learners are sufficient to help students overcome linguistic barriers that may prevent them from equal opportunity to receive a meaningful education. In 1981, the United States Court of Appeals for the Fifth Circuit established a three-part "test" for determining how language education programs for ELs would be held responsible for meeting the requirements of the Equal Educational Opportunities Act of 1974. The criteria are as follows:

EL Demographics in 2018-19
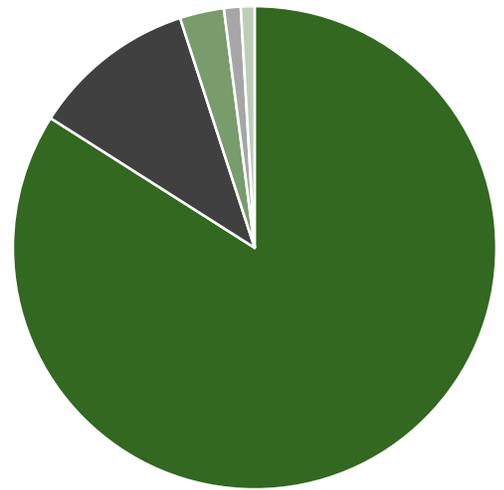
- ■ 82.5% Hispanic
- ■ 10.8% Asian/Pacific Islander
- ■ 2.9% White
- ■ 1.1% Black
- ■ 0.9% Two or More Races

Data provided by the oklaschools. com website regarding students that participated in the ELPA indicator for 2018-2019.

TOP TEN MOST SPOKEN LANGUAGES IN THE STATE OTHER THAN ENGLISH	
1.	SPANISH
2.	VIETNAMESE
3.	MARSHALLESE
4.	ZOMI
5.	HMONG
6.	CHEROKEE
7.	CHINESE
8.	ARABIC
9.	BURMESE
10.	CHUUKESE

- The program must be based on sound educational theory.
- The program must be implemented effectively with resources for personnel, instructional materials and space.
- After a trial period, the program must be proven effective in overcoming language barriers.

Language Instruction Educational Programs, or LIEPs, are district- level plans for supporting students who qualify as English learners. Districts must identify the primary intervention strategy or strategies in place. The descriptions below provide a general overview of common interventions.

Transitional Bilingual
Students are taught core content and language fluency in their native language for varying periods of the day with the remainder of time focused on English language acquisition. The goal is to transition students to native English instruction within two to five years with no loss of content instruction. Classes may be self-contained or combined.

Dual Language or Two-way Immersion
Students are taught content and language fluency in two languages. The goal is fluency in two languages, and programs can last the duration of enrollment.

English as a Second Language (ESL) or English Language Development (ELD)
Students are provided supplemental individual or small-group instruction outside the general education classroom (e.g. "pull-out" or ESL classes) with no native language support in either setting. Supplemental instruction can target both language fluency and core content. The goal is to increase student success in mainstream, non-ESL supported general education classes which ELs should transition to in a reasonable amount of time.

Newcomer Programs
Students new to the U.S. are placed in classes that primarily emphasize English language acquisition. Instruction can be in English or can utilize a student's native language. The goal is to move the student toward English language proficiency as quickly as possible.

Content Classes with Integrated ESL Support
Students are provided core content instruction with no native language support in mainstream classes utilizing integrated ESL strategies (i.e. teachers trained in EL methods, use of EL paraprofessionals, etc.). The goal is to provide appropriate EL supports in the general education classroom to the level appropriate for student success.

2018-2019 Grades 3-8 OSTP ELA Performance

Reading

	EL	Non EL
Advanced	0.78%	8.67%
Proficient	7.78%	26.94%
Basic	29.48%	38.18%
Below Basic	61.96%	26.21%

Mathematics

	EL	Non EL
Advanced	2.94%	11.61%
Proficient	10.58%	23.18%
Basic	35.22%	36.58%
Below Basic	51.26%	28.63%
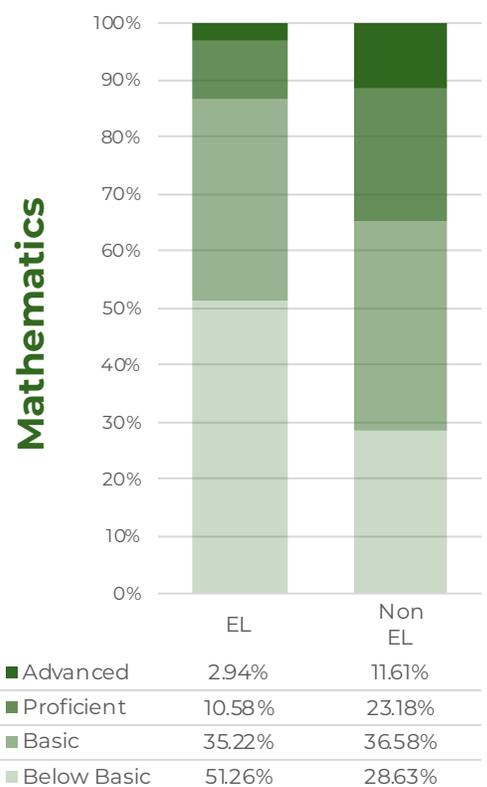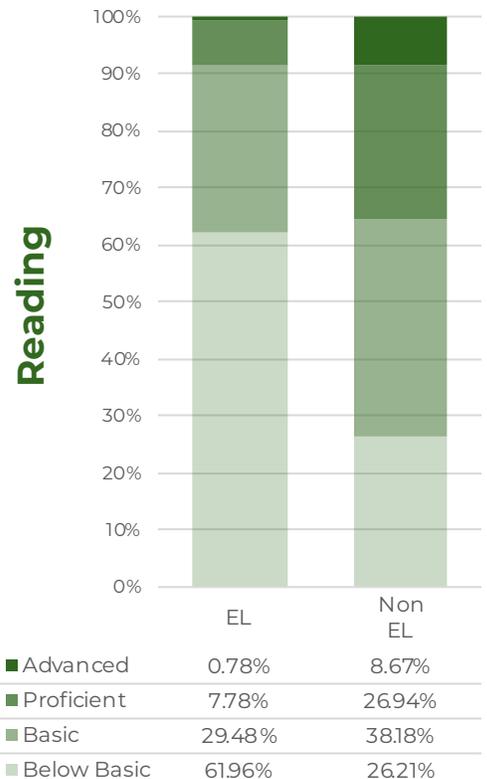
Each EL's English proficiency level, grade level, and educational background, as well as language background for bilingual programs, must be considered to determine which LIEP is appropriate. In schools where the EL population is small, ELs still must receive ELD instruction. LIEPs must be designed and calculated to ensure that ELs attain both English proficiency and are able to participate in mainstream content classes within a reasonable length of time. While LIEPs may require that ELs receive separate instruction for a limited period of time, the Oklahoma State Department of Education expects school districts to provide ELs with the least-segregative environment. Therefore, ELs should always be mainstreamed in subjects such as physical education, art and music as well as lunch, recess, assemblies and extracurricular activities. It is imperative that districts adhere to civil rights compliance.

Resources

Oklahoma's Academic Standards

Bilingual Count Verification and EL Identification Process

WIDA Can Do Descriptors

Oklahoma School Report Card Resources

Oklahoma School Report Card 2018-2019

Oklahoma Public Schools Fast Facts 2019-2020

❯ Foundational Practice 1 - English learners receive grade-level standards-based content instruction with their English-speaking peers.

ELs need an immersive language environment whenever possible to practice and acquire English. Educating ELs alongside their English-speaking peers guarantees equitable, grade-level, standards-based instruction aligned to the Oklahoma Academic Standards. English language development (ELD) is integrated into content-based instruction through scaffolding, differentiation and peer interaction. The goal is to provide appropriate EL supports for student success in the general education classroom. Mainstreaming ELs is beneficial for all students because it brings diverse perspectives into the classroom that foster critical thinking, expand students' worldviews and promotes inclusivity and appreciation for diversity.

Grade-Level Standards-Based Content Instruction for English Learners Looks Like:	Key Actions
Create activities in lessons that deliberately integrate all language domains: reading, writing, listening and speaking.	Accommodate ELs with maximum exposure to language and multiple opportunities to use it as they engage with the content.

Grade-Level Standards-Based Content Instruction for English Learners Looks Like:	Key Actions
Design student-friendly language objectives for each lesson.	Language objectives should include: • **Function**: Verbs related to how the student will demonstrate understanding of a content objective related to reading, writing, listening, or speaking • **Content Topic**: Learning expectation drawn from the grade-level standard • **Instructional Support(s)**: Scaffold(s) necessary for ELs to demonstrate understanding Language objectives may be supplemented by the identification of Academic Vocabulary and Language Structure(s). **Example Content Objective**: Students will be able to analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. (**Oklahoma Academic Standards**, 6th grade Science standard **MS-LS2-1**) **Example Corresponding Language Objective**: I can use data to orally describe how resources can affect organisms in an ecosystem using cause and effect sentence frames. • **Function**: "orally describe" • **Content Topic**: "how resources can affect organisms in an ecosystem" • **Instructional Support**: "using cause and effect sentence frames" • **Academic vocabulary**: "orally," "data," "resources," "organisms," "ecosystem," and "cause and effect" • **Language Structure**: "cause and effect sentence" Teachers may find the **WIDA Can Do Descriptors** and EL students' English language acquisition plans (ELAPs) helpful when creating language objectives.
Pre-teach academic vocabulary and language structures that ELs will encounter or be required to use.	During the lesson, select target words and structures that are essential to comprehension and communication and make them accessible. Target words should include content and culturally relevant vocabulary as well as words from the **New Academic Word List**. All target words should be defined using student-friendly definitions and clarified further by providing multiple meanings, examples, visuals (pictures, videos, etc.), synonyms, antonyms, collocations and pronunciation. Instruction should also focus on changing parts of speech (e.g., *signify* (v), *significance* (n) *significant* (adj), *significantly* (adv)).

Grade-Level Standards-Based Content Instruction for English Learners Looks Like:	Key Actions
Use prior knowledge before a lesson and/or build background to fill in gaps.	Introduce students to new topics by previewing material, linking concepts to student's experiences, connecting old learning to new learning, viewing short videos and/or completing a KWL chart or an anticipation guide, etc.
Provide models of exemplary work and rubrics with performance criteria aligned to the **Oklahoma Academic Standards**.	Show students what is expected and let them know how they can achieve the assigned task successfully.

Resources

Oklahoma Academic Standards

WIDA (World-Class Instructional Design and Assessment) English Language Development Standards

WIDA Can Do Descriptors

Center for Applied Linguistics (CAL) Sheltered Instruction Observation Protocol (SIOP)

New Academic Word List Browne, C., Culligan, B. & Phillips, J. (2013). The New Academic Word List. Retrieved from http://www.newgeneralservicelist.org

❯ Foundational Practice 2 – High-Quality Curricular Resources

Choosing high-quality instructional strategies and resources that align with content standards and assessments ensures that teachers are successful in delivering grade-level, standards-based instruction. English learners thrive in an environment where instruction is predictive, and delivery is consistent. Utilizing high-quality curricular strategies and resources helps teachers maintain a predictive structure by covering the learning domains in a sequenced, progressive manner with embedded scaffolds to meet student learning styles and English proficiency levels.

Total Participation Techniques (TPT)

Total Participation Techniques are methods to ensure that ELs and non-ELs are cognitively engaged and actively participating at the same time (Persida and William Himmele, 2016). It is important to note that these techniques should be explicitly modeled by teachers before students take part, and teachers should move around the classroom to informally assess and monitor students to ensure equitable participation.

Effects of TPT in the classroom:

- Appreciate student differences
- Foster student collaboration

- Promote peer acceptance
- Sequence questions and prompts
- Grow confidence and build trust
- Move away from right and wrong-only answers

Total Participation Technique	Key Actions
Quick Writes/Draws	1. Provide students with higher-order questions/prompts/sentence starters. 2. Ask students to fold a sheet of paper in half. 3. On the right side, students will do a quick write answering questions/prompts/sentence starters. 4. On the left side, they will draw images representing their responses.
Appointment Agendas/Clocks Students use a chart to create appointments with different students. Once agendas are filled in, teachers can use as a pairing tool. Time appointment is one of many options.	1. Students complete a quick write/draw for higher-order questions/prompts/sentence starters. 2. Pair students using the appointment agendas/clocks, and ask them to share and discuss responses. 3. Play music that signals students to switch to their next appointment (partner). Students then share and discuss responses. 4. Continue until all questions, prompts or sentence starters are addressed. 5. Students return to seats and revise answers.
Chalkboard Splash Allows entire class to provide individual responses and then see the collective responses of their peers. Assesses students' understanding.	1. Provide a higher-order question, prompt or sentence starter(s). 2. Respond with a quick write. All students share responses on the chalkboard, whiteboard or chart paper. 3. Walk around noting similarities, differences and surprises in responses. 4. Group students to discuss what is discovered and voluntarily share. 5. Students return to seats and revise answers.
Bounce Cards Use sentence structures as conversation starters to engage students in thoughtful discussion. Bounce Cards give students, especially more reserved students, something to say.	1. Provide a bounce card for every student. Revise as necessary per specific content. 2. Bounce – Take what your classmate said and bounce an idea off it. 3. That reminds me of…I agree, because…True, another example is when… 4. Sum It Up – Rephrase what was just said in a shorter version. 5. I hear you saying that...So, if I understand you correctly…I like how you said… 6. Ask a question – Encourage students to understand what classmates mean by asking questions. 7. Tell me more about that? I see your point, but what about…? Have you thought about…?

Total Participation Technique	Key Actions
Hold-Ups Interaction-based activities that use response cards. These activities improve interaction and participation.	**Number Cards** – Create number cards. Ask students questions such as "Show me a prime number." "Show me a number greater than…" **True/Not True** – Create four cards for each student. True, Not True, True With Modifications and Unable to Determine. Ask students a question that they can answer by holding up the appropriate card.
Feature Walk Students analyze pictures, diagrams, maps, charts, tables and graphs that will aid in comprehension of learning concepts.	1. Enlarge 4-5 text features from a unit (pictures, diagrams, maps, charts, tables, graphs) and hang them up throughout the room. 2. Provide students with questions/prompts/sentence starters about the text features (e.g., What message is being conveyed in this text feature? The author included this text feature because…) 3. Take a silent processing minute to think deeply and develop ideas. 4. Create student groups of 3-4. Groups work clockwise, first analyzing the text feature individually and then discussing and responding to the prompt as a group. 5. Play music to signal groups to move clockwise to the next feature.
Additional Total Participation Techniques	**One Word Summary** – The teacher asks students to **Think-Pair-Share** one word that summarizes the lesson/text and a justification for their choice. **A-Z Summary** – Students work in groups to find a keyword from the unit for each letter of the alphabet and explain how it connects to the unit. This supports review and academic vocabulary development. **The 3-Sentence Wrap Up** – After a lesson/text, students create a 3-sentence summary, compare with a partner and revise if necessary.

Resources

"Total Participation Techniques (TPTs) are teaching techniques that provide teachers with evidence of cognitive engagement and active participation from all students at the same time."

Himmele, P., & Himmele, W. (2017, 2nd edition). Total participation techniques: Making every student an active learner (1st ed.). Alexandria, VA:ASCD.

Total Participation Techniques

Universal Design for Learning (UDL)

Universal Design for Learning is a framework that focuses on reducing barriers and optimizing learning and inclusivity in diverse classrooms. UDL is grounded in neuroscience that shows that learning occurs in three broad networks in the brain directly associated with engagement, representation and action and expression (Cast, 2018). Effective use of UDL provides diverse learners options in each of the categories designed to meet their needs.

UDL Technique	Key Actions
The "WHY" of Learning Affective Networks of the Brain: • Engagement • Recruiting Interest • Sustaining Effort & Persistence • Self-Regulation	• Vary instructional techniques and activities. • Institute various forms of cooperative learning. • Build in multiple and varied opportunities for oral language use. • Display word walls. • Offer student choice and involve students in decision-making. • Develop classroom routines and procedures including schedules and calendars with due dates. • Give timely feedback and promote peer evaluation. • Encourage self-reflection. • Review and practice frequently. • Give brain breaks.
The "WHAT" of Learning Recognition Networks of the Brain: • Representation (for resourceful, knowledgeable learners, present information and content in different ways) • Perception • Language, Mathematical Expressions and Symbols • Comprehension	• Vary delivery of instruction: field trips, virtual field trips, online scavenger hunts, guest speakers, group work, etc. • Incorporate drama with role play. • Use visual aids: pictures, diagrams, charts, graphs and graphic organizers. • Utilize PowerPoints. • Incorporate videos with captions or written transcripts. • Offer clear and easy-to-understand materials. • Provide explicit instruction of key vocabulary. • Rephrase complex language using familiar vocabulary and simplified syntax. • Connect previous learning to new concepts. • Explain relevance of lessons and both long- and short-term goals. • Employ reciprocal teaching – techniques that ask students to predict, question, clarify and summarize textual passages. • Model think-alouds and comprehension strategies. • Teach students how to take quality notes.

UDL Technique	Key Actions
The "HOW" of Learning Strategic Networks of the Brain: • Action and Expression (for strategic, goal-directed learners, differentiate the ways they can express what they know) • Physical Action • Expression and Communication • Executive Functions	• Allow students to demonstrate understanding through various modes: song, role play, presentation, drawing, etc. • Differentiate assignment options and provide choice if possible. • Reflect on students' strengths and weaknesses when designing assessments. • Offer the option of writing by hand or keyboard. • Create options for assessment in which extensive language production is not required to demonstrate critical thinking. • Utilize multimedia and interactive web tools. • Provide sentence frames and other scaffolds. • Create models and rubrics with performance criteria. • Employ think-alouds, self-monitoring and self-assessment. • Offer "think" time. • Break big projects into smaller chunks. • Encourage metacognition, or "thinking about thinking," by asking students to explain their work.

Resources

[Universal Design for Learning](#)

[Universal Design for Learning Professional Development Packet](#)

[UDL Strategies](#)

Meyer, A., Rose, D.H. & Gordon, D. (2014). *Universal design for learning theory and practices.* Wakefield, MA: CAST, Inc., Professional Publishing, Inc.

Culturally Responsive Teaching

Culturally responsive teaching places students' cultures at the center of learning. It is a framework that acknowledges that cultural and ethnic identity are deeply entwined with learning and maximizes this by utilizing students' backgrounds and experiences to engage them and aid in comprehension (Gay, 2000). The following are recommendations for creating a culturally responsive classroom for English learners.

Culturally Responsive Teaching Technique	Key Actions
Cultivate Relationships	• Provide families letters/emails translated into students' native languages, if possible. • Understand students' backgrounds (country, education, language and if immigrants, reason for immigration). • Share your life, language, culture and interests with students. • Learn to pronounce students' names correctly.

Culturally Responsive Teaching Technique	Key Actions
Celebrate Culture	• Celebrate students' traditions in the classroom (music, food, holidays, etc.). • Know and value students' languages, cultures and interests. • Incorporate multicultural literature and materials and world news and events into lessons. • Use cultural context to make content relevant. • Display student-created flags of their native countries in the classroom.
Create a Positive Environment	• Create a welcoming environment and a safe space where risk-taking is encouraged, and mistakes are seen as learning opportunities. • Compel your students and yourself to learn a few words in students' native languages. • Focus on what students can do versus what they cannot do. • Get to know students' families. • Be an advocate for English learners. • Educate yourself to avoid judgments, biases, misconceptions and myths.
Implement Cultural Academic Supports	• Use language and content objectives. • Employ cognates (e.g., Asociación/Association, Glossario/Glossary, etc.) to support academic vocabulary. • Incorporate multicultural literature and materials and world news and events into lessons. • Make class notes available to English learners (post online and ask for volunteer note-takers). • Rephrase complex language using familiar vocabulary and simplified syntax.

Resources

[Getting to Know Your English Learners](#)

[Creating Culturally Responsive Classroom Environments](#)

[Connecting with EL Families: Strategies for Success](#)

[Culturally Responsive Teaching](#)

Differentiated Instruction (DI)

Differentiated instruction, by definition, is instruction that is designed to support individual student learning in a classroom of students with varied backgrounds and needs. For this reason, the same general principles that apply to differentiated instruction for native English speakers also apply to English learners.

Differentiation is a teacher's proactive response to learner needs.

Teachers can differentiate through:

- Content – the information and skills students need to learn
- Process – how students make sense of the content being taught
- Product – how students demonstrate what they have learned
- Affect/Environment – the feelings and attitudes that affect student learning in the context of their:
  - Readiness – student preparation for learning specific information or skills
  - Interests – what appeals to students and thus motivates them to learn
  - Learning profile – how students approach the task of learning

General Principles of Differentiation:

- An environment that encourages and supports learning
- Quality curriculum
- Formative assessment that informs teaching and learning
- Instruction that responds to student variance

Differentiation Techniques	Key Actions
Differentiating Content	• Create Learning Stations: Divide your classroom into stations that have different activities, each helping teach a skill or concept. • Use Task Cards: Print cards that each contain a task or question. Ask students to complete them individually or in pairs. • Relate Math to Personal Interests and Everyday Examples: Use real-life comparisons to help some learners grasp new concepts. • Run Literature Circles: Help auditory and participatory learners retain more information from readings by running literature circles, where students engage in facilitated small group discussion of a textual passage.
Differentiating Process	• Group Students with Similar Learning Styles: Encourage collaboration by grouping students based on common work and thinking practices. • Encourage Students to Propose Ideas for Their Projects: Ask students to take projects from concept to completion by sharing ideas.
Differentiating Product	• Assign Open-Ended Projects: Create a list of projects and rubrics, letting students choose one that allows them to best demonstrate their knowledge. • Play a Math-Focused Version of Tic-Tac-Toe: Create and distribute tic-tac-toe sheets filled with math questions that test different abilities.
Differentiating through Affect/Environment	• Make Time for Journaling: Make time for students to reflect and expand upon lessons in their personal journals. • Share Your Own Strengths and Weaknesses: Emphasize that not everyone processes information the same way. Share personal examples. • Teachers are successful at differentiating instruction for ELs when they get to know as much as possible about each student.

Resources

[Getting to Know Your English Learners](#)

[Creating Culturally Responsive Classroom Environments](#)

[Connecting with EL Families: Strategies for Success](#)

[Culturally Responsive Teaching](#)

[Differentiation Central](#)

High-Yield Strategy – Structured Student Talk

Structured student interaction routines should be incorporated throughout every lesson and include teacher modeling, peer rehearsal and accountability. We call these task-based student interactive strategies routines because when used on a daily basis, they become routine. Students know what to do and can essentially move into "auto pilot." This makes it possible to foster student-to-student interaction to accomplish academic tasks using content and target language goals.

To learn new language, students need to use it. Routines for student interaction help ensure each student practices utilizing new language multiple times during every lesson.

Structured Student Talk Routines	Key Actions
Group Wisely	When the goal is getting students to practice speaking and listening, pairing activities are generally more efficient and effective than larger groupings. Partner activities maximize the amount of classroom language use because, theoretically, half the students are able to talk simultaneously, and all students leave class with more "miles on the tongue." But good partners are conscientious. Discussing the roles and responsibilities of strong partnerships with students will help make it happen.
Teach Routines	For each routine you choose: • Design a purpose that forces students to practice what you intend to teach. • State the purpose. • Create several response frames that require students to use the target language.
Sentence Stems to Scaffold Student Interaction	Acknowledge ideas: • My idea is similar to/related to _____'s idea. I agree with _____ that… My idea builds upon _____'s idea. Asking for clarification: • What do you mean? Will you explain that again? Paraphrasing: • So you are saying that… In other words, you think…

Structured Student Talk Routines	Key Actions
Know Your Purpose	Consider the purpose for structuring student interactions: • Fluency: Getting "miles on the tongue" • Flexibility: Putting sentences together in different ways to express the same idea • Depth: Supporting conversations to elaborate and grow ideas • Shine: Collecting summative assessment data

Resources

> **Structured Student Talk**

> **Sentence Frames for English Learners**

> **Integrating Language and Content: Creating Sentence Frames**

❯ Foundational Practice 3 - Progress Monitoring as an Ongoing Practice to Support and Accelerate Instruction

Monitoring progress through assessment is an intentional process teachers can use to evaluate student understanding of content. Effective assessment shows teachers where instruction has yet to show success and provides a framework for those concepts that need to be retaught. Assessment tools that are appropriately designed and aligned with subject-area content allow teachers to gauge ELs' ability to use language effectively while simultaneously tracking the development of content knowledge. Assessment data can also inform professional learning communities (PLC) or other teacher workgroup collaborative discussions, act as evidence of effective instructional strategies and assist in the of planning of future lesson plans and assessments.

Formative Assessment

Formative assessment is deliberate, ongoing monitoring that ensures ELs' instructional needs are being met. Ultimately, formative assessment leads to mastery of content standards and progression of language development. It is not a measurement process but a pedagogical decision-making process that generates evidence of learning to improve teaching practice. Therefore, formative assessments may be formal or informal. It is essential that teachers receive continuous feedback on student learning to ensure teachers are able to assess the degree to which students are progressing toward learning goals. It can also provide a personalized learning experience in which students receive timely feedback and increase student engagement by serving as a self-assessment for students to take ownership of and monitor their own learning.

Developing Formative Assessments

Key Questions in the Development of Formative Assessments	Key Actions
• What do you want students to learn? (content standards/**Oklahoma Academic Standards**) • What vocabulary, language structures and supports will students need to access and demonstrate learning? (language objectives) • What does successful learning look like? (performance criteria) • What student behaviors or products will show evidence of success? (formative assessment) • How do you modify the formative assessment for ELs to demonstrate learning? (modification)	• Implement some kind of formative assessment daily. • Modify and vary ways for ELs to demonstrate knowledge and skills. • Provide clear instructions and performance criteria if utilizing a formal, graded formative assessment. • Provide useful, timely feedback and encourage students to contemplate and take charge of their own thinking and learning. • Reflect on and utilize feedback to proceed or to adapt, differentiate instruction and add additional scaffolds and supports. • Reteach and reassess. • Institute small-group instructional intervention if necessary. • Discuss and analyze formative assessments and plan next steps in PLCs.

Examples of Formative Assessments

Running Records
Running Records are used to formatively assess reading fluency progress. A developmentally appropriate passage from a text is selected, and a student reads aloud. The teacher notes accuracy, self-correction and errors and then looks for miscue patterns within those errors to plan next steps for reading strategy instruction.

Retell/Summary
Retell/Summary is a written or oral post-reading activity to assess student comprehension through sequencing of events or identifying main idea and details.

Reader's Theater/Role-play
Reader's Theater is an activity to assess reading fluency, comprehension, intonation and enunciation. There are a variety of ways to institute reader's theater, but the activity typically begins with reading a piece of literature. Students then collaboratively create and practice a script based the reading and then perform the script. "Role-play" functions similarly but does not require a script.

Graphic Organizers
Graphic organizers allow students to represent their knowledge and comprehension in a visually organized way (e.g., with an anchor chart, Venn diagram, cause and effect, story map, sequence chart, hierarchy diagram or concept map). Teachers can then assess graphic organizers at a glance.

Accountable Talk
Accountable Talk is structured academic communication between students based on pre-established norms. Teachers provide open-ended questions and helpful sentence stems for students to use to clarify, explain, justify, question, challenge, interpret and paraphrase one another. Teachers monitor discussion and questions being asked to assess student understanding.

Noticing Nonverbal Cues

Noticing Nonverbal Cues involves visually checking for signs of understanding or confusion, such as facial expressions, eye movements and hand gestures. This is the most noticeable and immediate type of formative assessment.

Other types of formative assessments include Whip Around, Value Lineups, Misconception Check, Socratic Seminar, interviews, polls or surveys, exit tickets, observation/conferring logs/anecdotal notes, comprehension questions, student notes, rubrics, pre and post-tests and quizzes.

Interim Assessment

Interim assessment is the evaluation conducted at the conclusion of a unit, quarter, midterm or class to determine how well students have learned the content and language skills they have been taught. Interim assessments are often the basis for a progress report or final class grade.

Key Questions in the Development of Interim Assessments	Key Actions
• Does the assessment examine real-world applications? (**authenticity**) • Does the assessment consistently produce similar results when given under similar conditions? (**reliability**) • Does the assessment reflect the objectives taught in a certain period? (**validity**) • Does the assessment prompt students to exhibit skills and demonstrate knowledge in more than one way? (**variety**) • Is the assessment being given too frequently? (**volume**)	• Develop assessments that ensure students are acquiring language proficiency and content knowledge needed to excel on summative assessments and meet state trajectories. • Utilize assessment results to drive instruction and reflect on content that needs to be retaught or enriched. • Incorporate scaffolds and supports and/or differentiate instruction to make content more accessible based on information obtained. • Reteach and reassess based on assessment data. • Administer tier 3 intervention (inclusion of an instructional specialist to work with the student and/or teacher in addressing the learning issue) if needed. • Discuss and analyze summative assessments and plan next steps in PLCs or other teacher workgroups.

Examples of Interim Assessments

Graded Tests

These tests at the end of a unit or instructional period are a way to assess student skills and knowledge. They can include all subjects and incorporate multiple-choice or problem-solving tasks.

Formal Essays and Reports

An argumentative essay, explaining a concept in an expository essay or using descriptive prose in a narrative essay are examples of effective summative assessments.

Final Exams

Exams can vary in their question variety, range of skills and complexity.

ENGLISH LEARNER GUIDEBOOK
Changing Educational Outcomes for English Learners

Summative Assessment – English Language Proficiency Assessment (ELPA)

English language proficiency (ELP) assessments are used to measure students' reading, writing, speaking and listening skills in English. While the primary purpose of formative and interim assessments is to inform instruction and measure what students have learned before moving on to new instructional goals, ELP assessments are used to formally identify students classified as English learners. Student scores on the summative state ELP assessment, the WIDA ACCESS, are also used to track yearly student progress toward attaining English language proficiency and in the calculation of the ELPA indicator for the purposes of school accountability.

The WIDA ACCESS Assessment	Key Actions
• The WIDA ACCESS is aligned to the WIDA English Language Development Standards, which include social and instructional language as well as the language of mathematics, science, social studies, and language arts. Results of the WIDA ACCESS are reported by domains (reading, writing, speaking and listening), which highlight the areas of the student's strengths and weaknesses; teachers can then use the WIDA Can Do Descriptors to understand what students can do at their current stage of development and what they need to learn to reach the next level. • Informed by these results, teachers are better equipped to address areas of need to develop appropriate language supports to accelerate individual student learning.	• Familiarize students with the kind of content they will encounter on the test and give them a chance to practice the different question types. • All four domains of language acquisition – speaking, listening, reading and writing – should be exercised daily. • Research shows that the more students talk and work together in class, the more they learn. • Allow students to practice with the test demonstration platform, so they are comfortable with it on testing day. This is especially important for the online speaking test. • Highlight new vocabulary, discuss, add to a word wall, use visuals, pantomime, gesture and act things out.

Additional Resources

ELPA/WIDA FAQ

Oklahoma WIDA Page

EL Strategies for the Regular Classroom

❯ Foundational Practice 4 - Professional Development and Collaboration

ELs make the fastest gains when appropriate strategies and supports are embedded in daily instructional practice, reinforced with targeted professional development and supported by site administration. Effective professional development (PD) empowers teachers to design instruction that provides ELs access to standards-based core content while continually fostering English language development. Ongoing collaboration after the fact works to increase the adoption and consistent implementation of new teaching practices. This time allows teachers to discuss the successes and challenges that arise when implementing new strategies. Lastly, when administrators take an active role in choosing PD initiatives that are aligned with the identified needs of the district LIEP, work to ensure adoption through observation and provide teachers with opportunities for ongoing collaboration, new practices are most likely to become routine features of instruction.

Please note that any district that serves one or more identified ELs must have a formal intervention strategy in place (see page 4), and any teachers who serve identified students must be provided PD support aligned to that strategy.

PD and Collaboration for English Learners Looks Like:	Key Actions
PD initiatives are aligned with the district LIEP	Administration ensures that any EL-specific PD provided to staff is aligned to the district LIEP. **Example** The district has chosen a "Content classes with ESL support" intervention model. The district must then provide PD support to teachers that addresses the use of ESL strategies by core content teachers to ensure mainstreamed EL students can access instructional content.
PD initiatives are targeted specifically to the identified needs of site instructional staff	Administrators work independently or collaboratively with instructional staff to ensure that EL-specific PD initiatives are addressing the needs of the site's EL population. **Example** District staff reviews previous year's summative assessment scores and concludes students are scoring consistently lower in the speaking domain. Teaching staff is then provided PD that explores multiple strategies for incorporating student speaking opportunities into instruction.
PD is supported through ongoing collaboration	Teachers are provided opportunities to discuss the incorporation of new strategies into their teaching practice. **Example** After engaging in professional development, teachers discuss how best to implement the new practice or strategy. This collaboration is continued through a formal agenda topic or point of discussion in grade-level groups, PLCs, etc., until the practice has been fully adopted.
EL instructional strategies are considered a formal observation priority for administration	Administrators ensure that strategies presented through EL-specific PD become a consistent feature of classroom instruction through the site observation process. **Example** After attending PD with instructional staff, administrators make observation of the presented strategies a formal or informal component of the evaluation process and provide appropriate feedback regarding the strategy to instructional staff.

Resources

[National Education Association brief outlining the importance of EL-specific PD and best practices in choosing a focus](#)

[Colorin Colorado's professional development resource page for teachers and administrators](#)

[ASCD EL support page containing print resources and webinars appropriate for EL-specific professional development initiatives](#)

[Generation Ready white paper providing a focus on the areas effective PD initiatives work to address.](#)

❯ Foundational Practice 5 - Best Practices for Distance Learning

School closure and the shift to distance learning in spring 2020 provided the opportunity for Oklahoma schools to deliver instruction in a completely new way. While each district created and implemented a distance learning plan that was unique to their students and available resources, certain challenges and best practices consistently emerged across the various programs. The table below identifies the primary challenges districts faced in delivering instruction to ELs in a distance learning environment and notes the actions taken to overcome those challenges.

Common challenges related to EL Distance Education:	Key Actions
Limited student access to the internet	• Provide Wi-Fi hotspots directly to district families. • Create mobile hotspots to serve communities with limited internet access. • Work with local wireless providers to provide families free or discounted mobile network access. • Expand the range of site-based Wi-Fi to exterior common areas (parking lots, exterior lunch areas, etc.). • Distribute learning activities via weekly flash drive pickup. • Provide supplemental paper packets.
Limited student access to internet-capable devices	• Re-allocate district devices to ensure greater access (i.e., one device per family rather than one device per student). • Provide supplemental paper packets.
Paper packet distribution	• Distribute packets with curbside lunch pickup. • Distribute packets through established or modified bus pickup routes. • Distribute packets through partnerships with local private and commercial institutions (e.g., packet pickup kiosks placed at local retail stores, churches, etc.). • Mail packets directly to the student's home.
EL family communication	• Utilize a resource that allows efficient communication with families in their native language (e.g., Talking Points, Remind, Seesaw, etc.). • Ensure any phone calls to EL families are done at consistent times and with the appropriate linguistic support. • If necessary, make accommodations to contact families after regular work hours (e.g., evenings, weekends, etc.).
Accommodating distance learning activities for ELs	• Ensure teachers are aware of the appropriate accommodations for their EL students and are providing learning activities that have been appropriately modified to the student's level of English proficiency. • If available, ensure that EL and content teachers work collaboratively to ensure appropriate accommodations are embedded in learning activities for ELs.

Common challenges related to EL Distance Education:	Key Actions
Supporting EL caregivers as educators	• If learning activities require the assistance of an adult, ensure appropriate directions are provided in the native language of the home. • Ensure that EL caregivers are made aware of how to contact their student's teachers and what language supports are available if they wish to do so. • Encourage EL caregivers to engage with their child through reading, either in English or in the family's native language.
Maximizing EL student engagement and participation	• Ensure teachers are consistently making contact with students to provide encouragement, assist with any issues and gauge progress. • Ensure EL students can access learning materials by providing accommodations appropriate to the English proficiency level of the student. • If specific directions are necessary to complete a learning activity, ensure that the directions are provided in the student's native language.

Resources

English Learner Distance Learning Toolkit – Oklahoma State Department of Education-developed guidance featuring frequently asked questions regarding EL distance learning, best practices for instruction and resource links.

Family Supports for English Learners –Oklahoma State Department of Education-developed resource detailing strategies and supports to assist the parents of ELs in managing distance learning. Also available in **Spanish**.

Contact Information

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Thank you for supporting Oklahoma English Learners!