

#### 11.4.20 ACTL English Learner Break Out Room Notes

Q: When at hybrid or virtual, how are EL services provided in both spaces?

A: We provided a guidance document for all of Elementary schools for ELs. Distance learning is what will continue right now. Really impressive work going. When students come in, being able to offer that access to that strong instruction, small groups (6 feet apart). We are spending a lot of time talking with each other on how to do the small group work.

What it would look like, schedules are different in each school. We have a guidance document for the teachers. Once we get to open up, we'll work with teachers to say here's the recommendation. Will depend on space. School board for years has said we need an inclusive environment. We in the office really tried to move ELs into an inclusive environment for elementary.

This might be the time to do pull-outs though. Sometimes there may be a time to pull kids out given the need and space of the building.

When I talk to the principals, the school will build the schedule and we'll provide support but it will look different for each school. The number of teachers are based on a formula, so even designing a one-size does not work. We are working on it. We'll be able to give more specifics later.

Q: Students who choose to stay virtual, who are ELs, what's the plan?

A: Obviously, we'll continue that support. What it looks like in each school will be different. If we increase pull-out, that'll be what we'll have to do. With the settlement, we have to guarantee that we'll provide services.

A Sarah: Knowing that Level 2 is now pushed to the start of January and some groups of students will remain committed for full distance learning, we want to be able to look at what's been happening thus far. We'll have focus groups come together with teachers, administrators, students and parents to see what's working or not. We want to refine it with what we can build off of, and what lessons learned where we are not reaching them, knowing that that's the model they will be in for the rest of the school year if they choose. We'll start the set of focus groups next week.

Q: Assessment and WIDA scores. Please provide how assessments are being performed this year.

A: WIDA is yearly, but the window is January - March. So last school year, we did all of it before closing in March. That was a completed process. This year, unfortunately, WIDA has to be done in person. It's an extensive assessment. We have asked VDOE to ask if it's possible to do virtual-- it cannot. So next week, I'll be meeting with VDOE to get some guidance on how we are supposed to assess 4,900 students in person, even if they come in as hybrid. Even if they extended testing from January through April, it's tough to get all of the students. Fairfax also stated their concern with the same thing. US Dept of ED said there are no waivers so we all have to do it. It's the time we can demonstrate progress, and it gives us useful data for gened and EL teachers. We'll have to figure out a system.

Q: Can you engage community partners with that? Can school come out to homes or community orgs to do the assessments?

A: I don't know what the rules are, so great idea, but I don't know. US Dept of ED doesn't have guidance right now.

Q: Do they know if the EL students know that Aspire or other programs exist?

A: I don't know. The community programs work closely with the bilingual liaisons. They are the connections to parents to the programs. I will have to go and ask teachers school by school. I always say that Arlington is a resource-rich community but it's only resource rich if the resources are used.

Q: In high school, it must be a lot harder for EL students because the content is so much more complex. Are EL students taught in the classroom or whether there are better results if they stay in the classroom or pulled out.

A: Middle and high school, we are self-contained for WIDA level 1 and 2. If a student is 15 years old, they will be taking 2 classes for ELA for ELs and science is for ELs. As they move to the WIDE proficiency levels, they start to get classes in the GENED settings. Biology (which has an SOL) they might teach with a biology teacher and an EL teacher, so it's co-taught. Level 2 students, there is a physics class with a top-notch physics and EL teachers. We take the language and content and marry it while building the students up. In high school, we have a lot of different students where they just got there, or they recently exited the EL services and now they are in the GENED setting. I always explain to teachers that as a native English speaker, they speak 18000 words of English. If you are an EL and arrived at 14, you have a student who might know 100 English words, but they know 14000 words in their native language. So the native speaker and EL are learning new words at the same time in classes like Physics.

If a student has interrupted schooling, those students have a lot more work to do because they are needing to build their native language too. It's like someone who has a PhD in chemistry and moves to China, it's easier to still work in chemistry. But I got a B- in chemistry in college so I would have a harder time.

A Sarah: Whenever possible, we look for many times a teacher with a science endorsement and an EL endorsement so they have the content knowledge AND the language needs. All the offices work closely with the teachers. I worked in the math office, we made a targeted effort for our secondary math teachers to make sure they had SIOP training. So when students are in GENED math course, their language needs are supported by the math teachers so they can scaffold the English while teaching Algebra II. So both recruiting teachers and teacher PD.

Q: Limitation you are seeing in remote learning for EL students.

A: I don't think we have data to look at. I started to look at national data and reached out to WestED who did the evaluation and there really isn't. What there is research on is companies who created programs like Rosetta Stone. But I would say we have anecdotal evidence that some of our shy students are more willing to share online. A lot of it is the personality of the student and the size of the class.

Q: Why focus on WIDA instead of having EL teachers do assessments.

A: WIDA is done in 40 states where they changed to be nationally scored instead of locally scored. Here we have teachers do the assessments to know the students to give them feedback.