

March agenda


Attendance sign-in



- 7:00 - 7:05 (5 min) **Welcome; Approve Feb minutes; Review meeting norms**
- 7:05 - 7:35 (30 min) **Hear perspectives on literacy from teachers and students**
- 7:35 - 7:50 (15 min) **Hear from the Advisory Council on English Learners (ACEL)**
- 7:50 - 8:00 (10 min) **Update on literacy from the Office of Academics**
- 8:00 - 8:20 (20 min) **In elementary & secondary groups, discuss additional feedback on literacy gathered from your communities**
- 8:20 - 8:35 (15 min) **In groups, refine memo to APS on literacy**
- 8:35 - 8:45 (10 min) **Review final memo with all**



Expectations for Engagement in ACTL Meetings

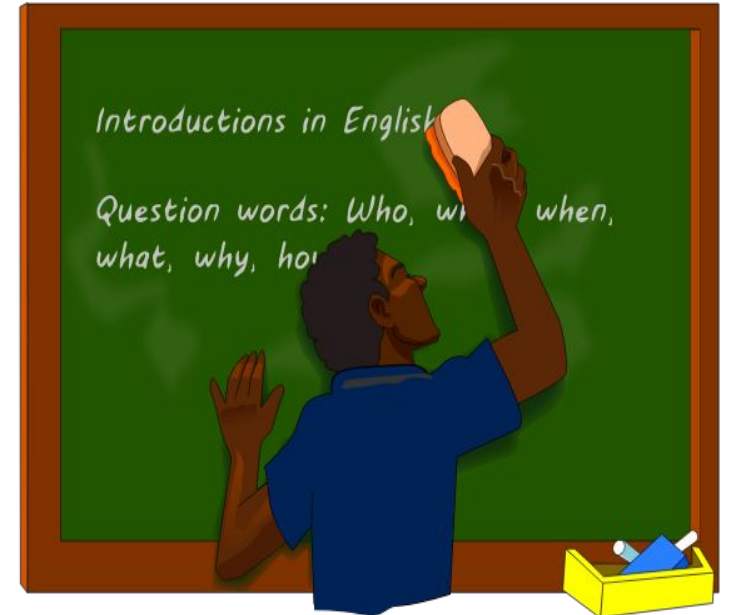
- **Attend meetings regularly**
 - **Review background materials in advance**
 - **Come prepared with input from your community**
 - **Support each other by actively listening and staying engaged**
 - **Model a culture of respect, professionalism, and openness to new information and differing ideas**
 - **Share using full information (avoid acronyms, first names, insider-speak)**
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Teacher Perspectives

What is one aspect of literacy teaching & learning you feel is going well?

What are the top one or two changes you believe are needed?

What is one thing you wish other people knew? ("other people" could be parents/guardians, colleagues, Central Office, or the School Board)

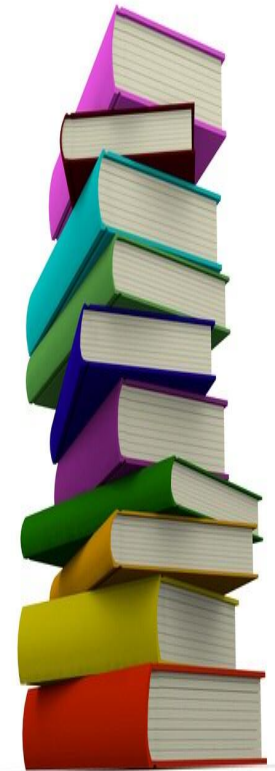


Student Perspectives

Student Advisory Board (students from each HS) ** English Learner students at Wakefield

Perspectives that were common to both groups of students

- We are more motivated to read and write when we can choose our books / our writing topics.
- We need to write a lot more frequently.
- We need clear and detailed instruction – and instructions – on how to structure essays and papers.
- Reading books together in class, and discussing their meaning along the way, is often helpful.



Student Perspectives (cont'd)

Student Advisory Board (students from each HS)

** English Learner students at Wakefield



“Elementary students need to learn cursive because in high school and college we need to be able to read primary source documents, which are often written in cursive.”



“We need practice writing on sensitive topics because we need to learn how to advocate for ourselves and for things we think are important.”

Mission

Goals

- Improve instruction of English learners
- Help bridge the communication gap between school and family
- Promote greater understanding and respect for cultural and linguistic diversity

Methods

- Preview and examine instructional materials
- Examine research and student data
- Observe classrooms
- Interview stakeholders and experts

Advisory Committee on English Learners (ACEL)

Chair: **Amy Graham**

Staff liaison: **Sam Klein, English Learners Supervisor**

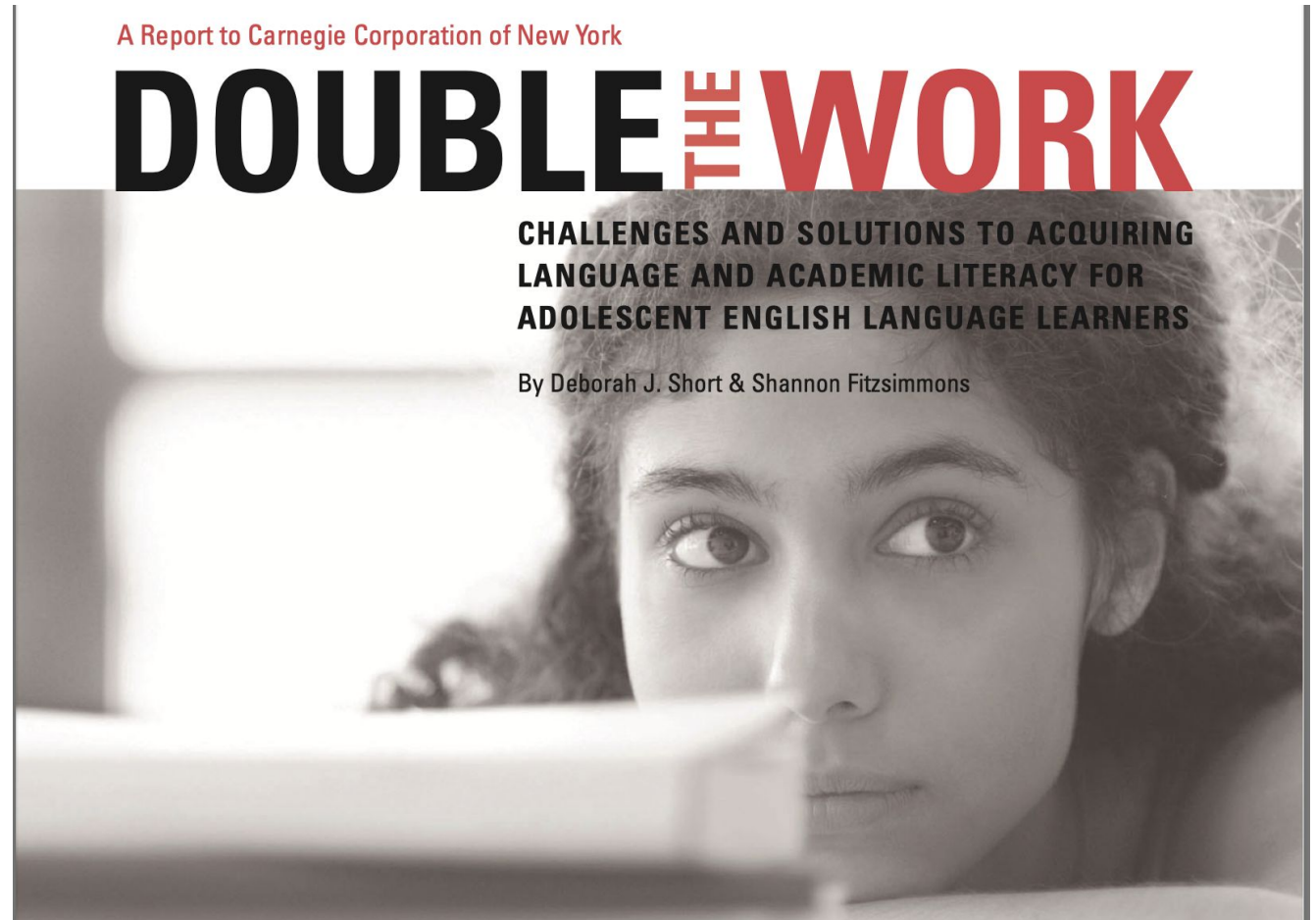
Focus : Secondary English Learners

Newcomers

- Student who arrived in US in last two years
- Level 1 and 2
- Includes SLIFE (limited or interrupted education) and refugees
- May (or may not) be on grade level

Long-term English learners:

- Not yet attained proficiency in English after 6 years
- Often plateau at levels 3 or 4

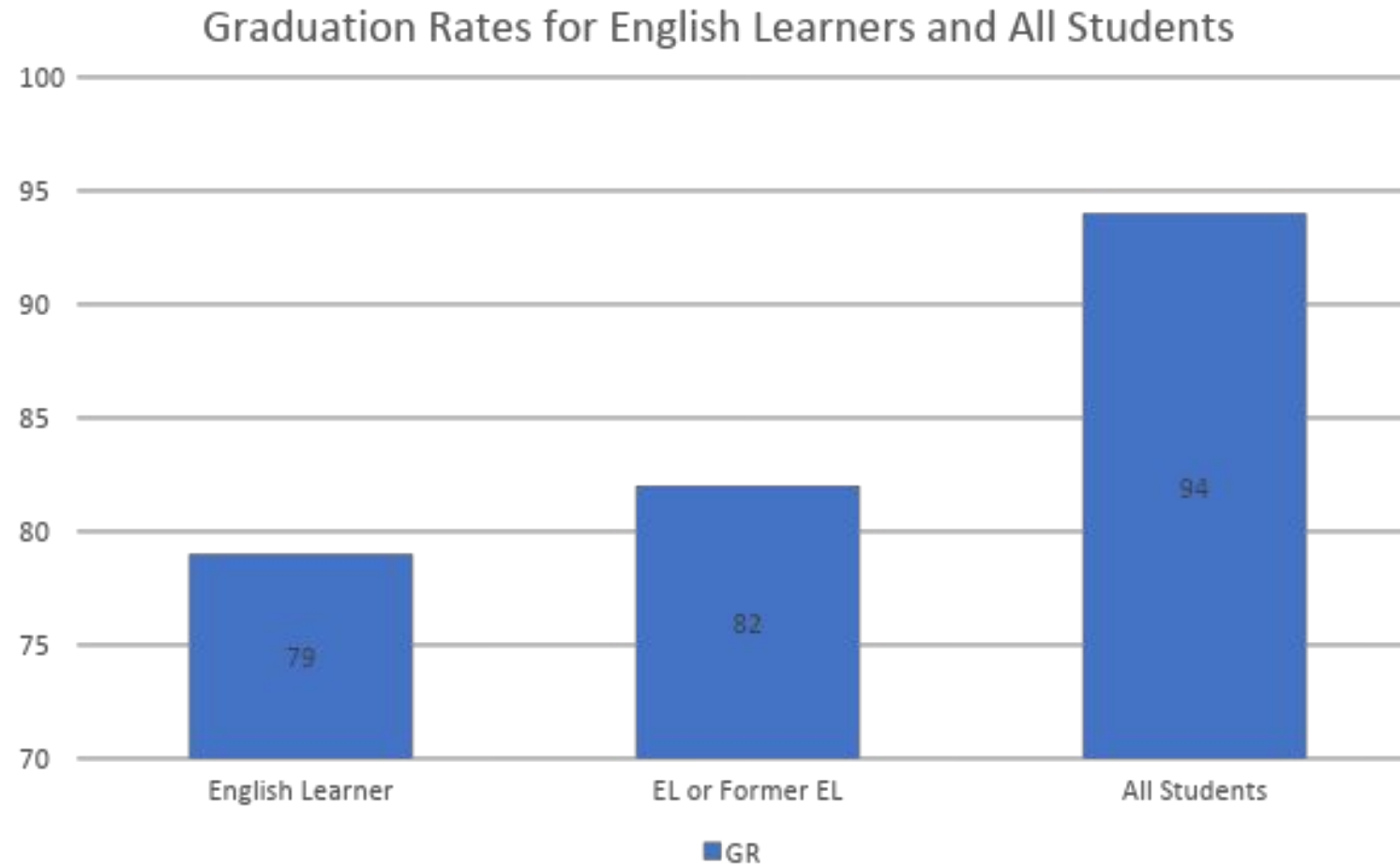


Access to grade-level content

(2nd) Every living thing needs water to live. People need clean, fresh water for drinking, washing, and having fun. How do you use water?

(8th) Water is **vital** for our existence. Not only do we drink it for survival, the majority of the human body is also composed of water. The earth's weather patterns are closely linked to water too, as they are determined by the complex patterns of changes and movement of water in the atmosphere.

Graduation Rate



Process

- What are some schools who are already doing this well?
- What can we learn from our neighbors (specifically Fairfax County)?
- What are we already doing? What do we need to add?

Key Characteristics of Exemplary Schools

Characteristic	Details
Small and specialized	450 to 600 students; bilingual or use translanguaging
Extended learning time	Offer instructional time <ul style="list-style-type: none">• after regular school hours• weekends• summer time
Intensive language support for beginners	Heavy support for English language development in first two years followed by more inclusion
Support students and families	Many use a “community school” model to connect families and students to food, health, housing and other supports

Literacy Instruction for English Learners

Going Well:

- Focus on teaching the sound / symbol correspondences of English
- Message to students: English is complicated but there is a system and you can learn it!

Changes Needed

- Extensive adaptations needed for newcomer/ beginning English learners
- ELs need more vocabulary work and strong visual support

Mismatch 1: Traditional Phonics and ELs

- It's hard to hear sounds you didn't hear as a baby!
- Through ***neural commitment***, the brain specializes in the sounds it can hear at ages *6 to 12 months*.
- To many ELs, these words sound *exactly* the same.
 - hit
 - hat
 - hut
 - hot



Mismatch 2: Traditional Phonics and ELs

- The words that newcomers need to know first are NOT the same words we teach in phonics programs
 - Only 2 of these numbers are CVC words (where V represents a short vowel sound)
 - Short vowels are NOT found in most other languages
- 1 - one
 - 2 - two
 - 3 - three
 - 4 - four
 - 5 - five
 - 6 - six
 - 7 - seven
 - 8 - eight
 - 9 - nine
 - 10 - ten

Mismatch 3: Traditional Phonics and ELs

- It's hard to read words you don't understand (even if they have only 3 sounds and 3 letters)
- For ELs especially, vocabulary instruction is **just as important** but takes time / multiple exposures

• big

• pill

• pig

• hill

• hit

• sit

One student read this as "hat" – but read the other words correctly.

Spot the Fake!

- ban

- din

- gid

FAKE

- kem

- vat





Attendance sign-in

Office of Academics update



Literacy Small Groups: (1) Discuss, (2) Work on Memo

What is going well with teaching & learning?
What is going well with communication?

(ie, What does ACTL suggest APS continue doing?)

What are the teaching & learning challenges?
What are the communication challenges?

(ie, What would ACTL like to see APS adjust?)

In April, the Office of ELA will present monitoring reports to the School Board.

What information/data does ACTL think should be included in those reports?



Odds & Ends

APS BUDGET

- Watch Superintendent's presentation of his Proposed Budget (Feb 29 Board meeting)
- Superintendent is calling on the APS community to advocate to the county and to the state for funding
- Role for ACTL?

ACTL LEADERSHIP FOR NEXT YEAR

Contact Katie or Jenny if you are interested.

ELEMENTARY GRADING FEEDBACK

Add to shared Google Doc by the end of this weekend

NEXT MEETING: Bring input from your communities about long-term subs