

English Learners: Implementing New ELP Standards and Effective Interventions for ELs

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Why We Are Here

- The Arkansas State Board of Education officially adopted the English Language Proficiency (ELP) standards on March 20, 2014.
- The ELP standards are aligned with Arkansas's academic standards in English language arts, mathematics, science, and literacy.



Why We Are Here

- Arkansas's new annual English proficiency assessment, required for all identified English learners (ELs) in grades K-12, is the English Language Proficiency Assessment for the 21st Century (ELPA21).
- ELPA21 is specifically aligned with Arkansas's ELP standards.



Why We Are Here

- One major change found in the Every Student Succeeds Act (ESSA) to Title I is the required inclusion of an English proficiency indicator in the State's accountability system.
- This indicator will be related to English learner students' performance on the ELPA21.
- It is vital that all districts serving ELs effectively implement the ELP standards.



<http://www.elpa21.org/standards-initiatives/elp-standards>

ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS



How do new standards work to better define what students need to know and be able to do?

- ELPA21 standards and assessments take a bold new approach, where learning language also helps ELs become college and career ready
- English language proficiency corresponds to rigorous college- and career-ready standards. Once proficient, ELs should leave high school as prepared for college and career as their non-EL peers
- English language proficiency cannot be learned independently of specific language processes that are embedded within each discipline
- Progress towards English language proficiency is progress towards meeting the communication demands required by rigorous content standards and college and career readiness
- Practical challenges, tradeoffs, and issues in measuring the new standards:

Implications for
current and past
practice

Educator benefit:
Better
information for
educators of ELLs

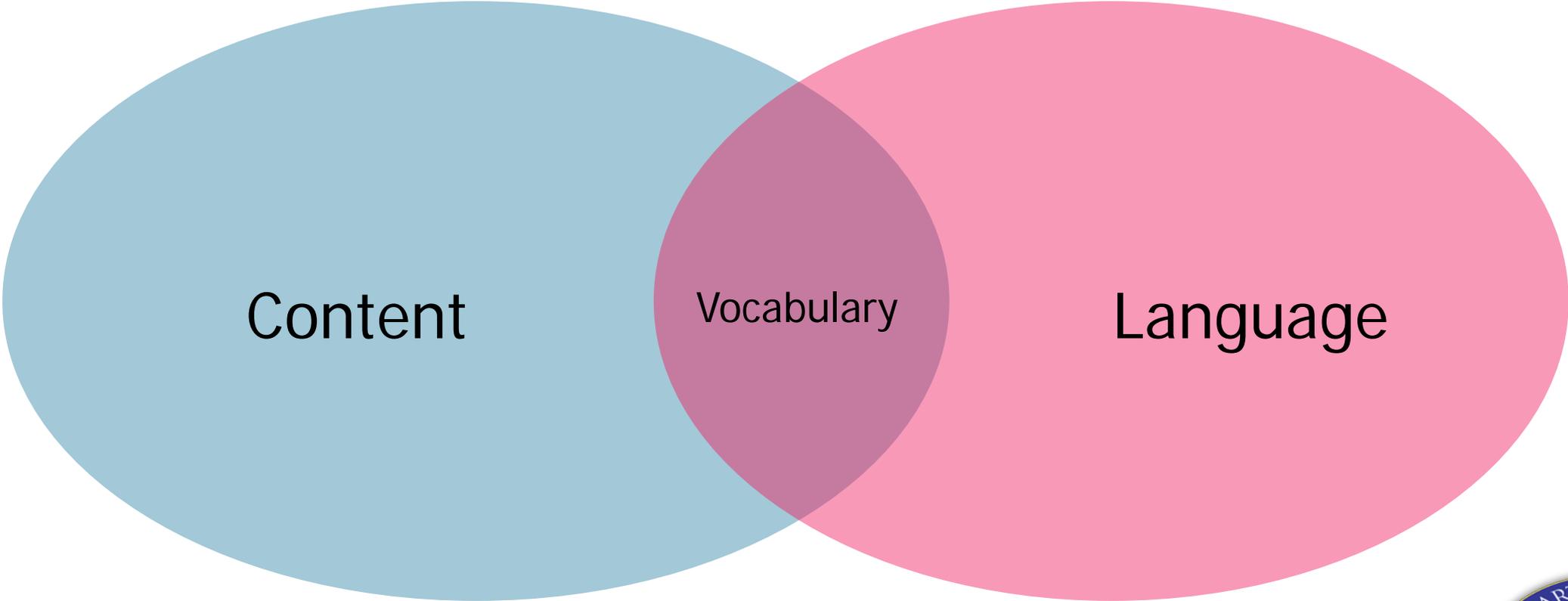
consortia

More complex
standards lead to
different
instructional
strategies

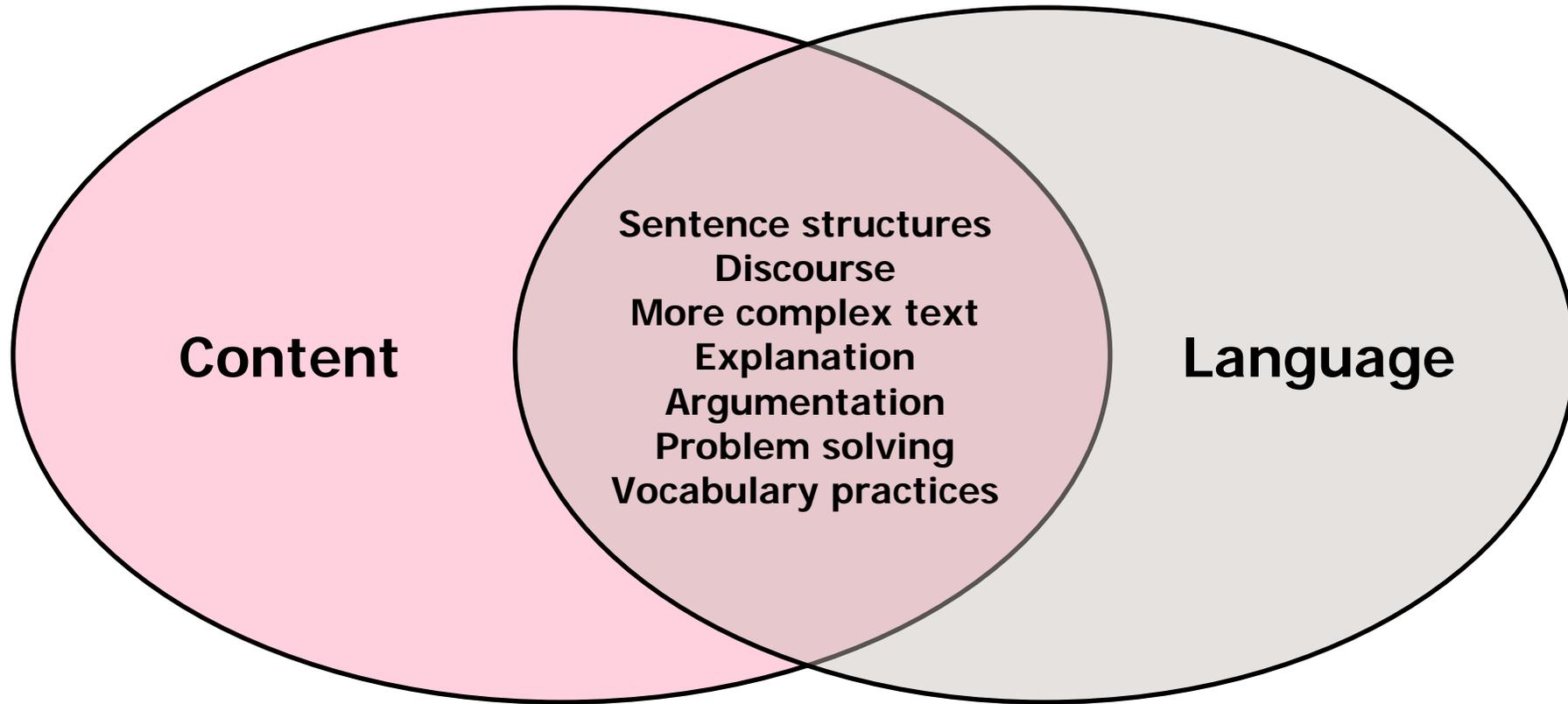


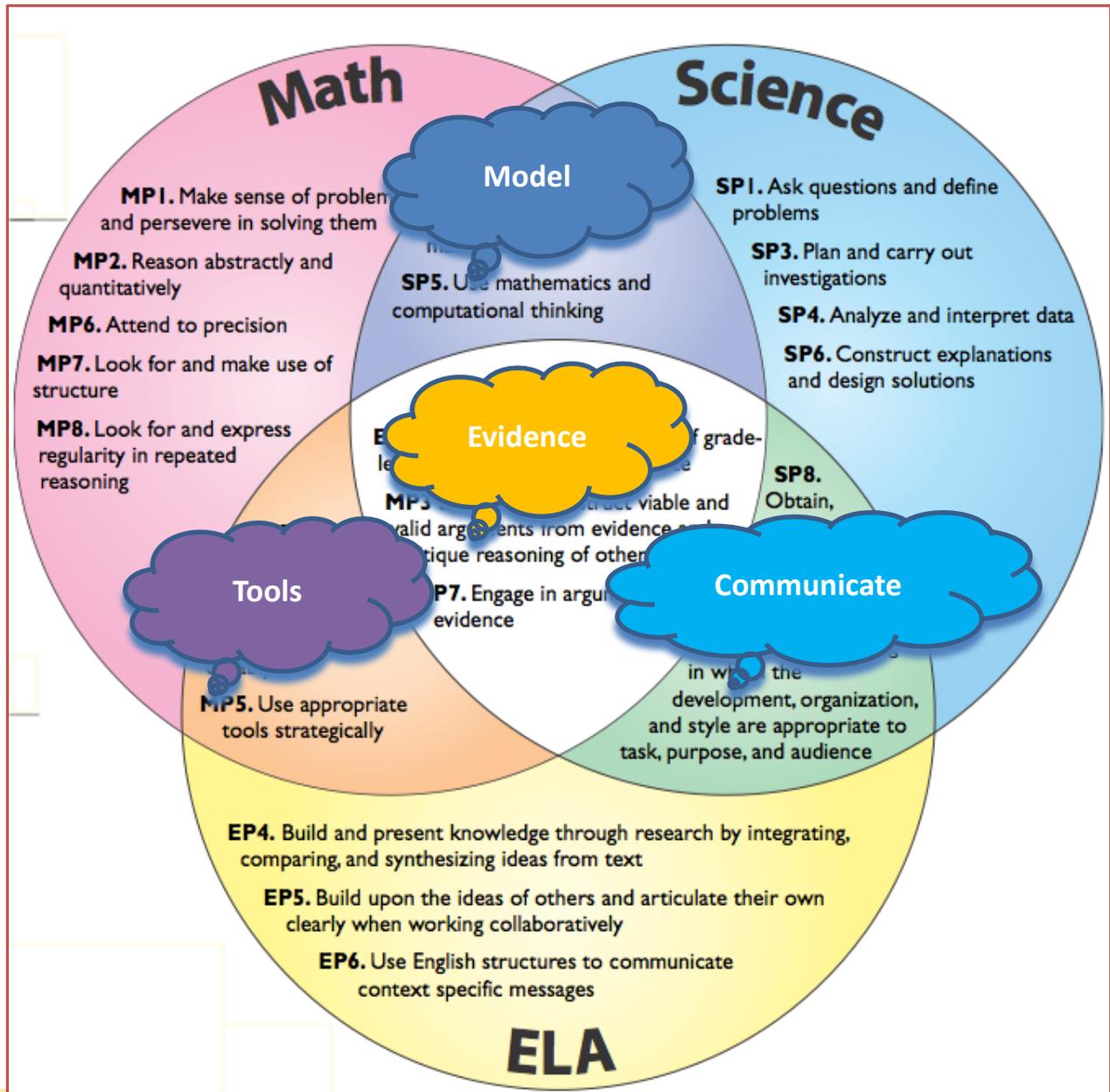


Old Paradigm



New Paradigm





MP = Math Practices
 SP = Science Practices
 EP=ELA Practices



ELP Standards

- Developed by states
- New
 - They are neither “revised” nor “revamped”
- Incorporate what ELL experts now know is the important, symbiotic relationship between language and content development
- Correspond to Arkansas’ college- and career-ready standards



Goals for the New ELP Standards

Create fewer, clearer standards with **strategic correspondences** to

AR CCRS for ELA
& Literacy

AR CCRS for
Mathematics

NGSS

Addressing the **unique language acquisition needs** of
English Language Learners (ELLs)



Language as Action: Aida Walqui



<http://www.youtube.com/watch?v=T3YJx8ujot>

o



Understanding Language Video: Language and the Common Core State Standards

Turn and talk to a neighbor.

- *What “sticks” with you from Aida’s description?*
- *How does Aida Walqui characterize the shift inherent in college and career ready standards?*
- *What might this mean for instruction in your classroom?*
- *What might this mean for learning in your classroom?*





Make A Prediction

Language Form and Language Function:

Turn and talk with your tablemates:

- How would you define Language Function?
- How would you define Language Form?
- Be prepared to share out your group's definitions.



ELP Standards: When ELLs use language effectively as they progress toward independent participation in grade-appropriate activities to attain college and career readiness, they can....

Function

- 1 construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
- 2 participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
- 3 speak and write about grade-appropriate complex literary and informational texts and topics
- 4 construct grade-appropriate oral and written claims and support them with reasoning and evidence
- 5 conduct research and evaluate and communicate findings to answer questions or solve problems
- 6 analyze and critique the arguments of others orally and in writing
- 7 adapt language choices to purpose, task, and audience when speaking and writing

Form

- 8 determine the meaning of words and phrases in oral presentations and literary and informational text
- 9 create clear and coherent grade-appropriate speech and text
- 10 make accurate use of standard English to communicate in grade-appropriate speech and writing



Alternate Organization of ELP Standards

Modalities	Domains	Corresponding ELP Standards	
Receptive³ modalities: This mode refers to the learner as a reader or listener/viewer working with 'text' whose author or deliverer is not present or accessible. It presumes that the interaction is with authentic written or oral documents where language input is meaningful and content laden. The learner brings background knowledge, experience, and appropriate interpretive strategies to the task to promote understanding of language and content in order to develop a personal reaction. (Phillips, 2008, p. 96)	Listening and Reading	1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
		8	determine the meaning of words and phrases in oral presentations and literary and informational text
Productive modalities: The mode places the learner as speaker and writer for a 'distant' audience, one with whom interaction is not possible or limited. The communication is set for a specified audience, has purpose, and generally abides by rules of genre or style. It is a planned or formalized speech act or written document, and the learner has an opportunity to draft, get feedback, and revise, before publication or broadcast. (Phillips, 2008, p. 96)	Speaking and Writing	3	speak and write about grade-appropriate complex literary and informational texts and topics
		4	construct grade-appropriate oral and written claims and support them with reasoning and evidence
		7	adapt language choices to purpose, task, and audience when speaking and writing
Interactive modalities: Collaborative use of receptive and productive modalities. This mode refers to the learner as a speaker/listener [and] reader/writer. It requires two-way interactive communication where negotiation of meaning may be observed. The exchange will provide evidence of awareness of the socio-cultural aspects of communication as language proficiency develops. (Phillips, 2008, p. 96)	Listening, Speaking, Reading, and Writing	2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
		5	conduct research and evaluate and communicate findings to answer questions or solve problems
		6	analyze and critique the arguments of others orally and in writing



Proficiency Levels & CCSS Correspondence

Will be updated to new Arkansas ELA and Math Standards by Summer 2017

Grades 4-5 ELP Standards with Correspondences

Standard 1.

Standard 1.	By the end of each English language proficiency level, an ELL can . . .				
	1	2	3	4	5
An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .	use a very limited set of strategies to identify a few key words and phrases in read-alouds, simple written texts, and oral presentations.	use an emerging set of strategies to identify the main topic and retell a few key details of read-alouds, simple written texts, and oral presentations.	use a developing set of strategies to determine the main idea or theme, and retell a few key details of read-alouds, simple written texts, and oral presentations; and retell familiar stories.	use an increasing range of strategies to determine the main idea or theme, and explain how some key details support the main idea or theme in read-alouds, written texts, and oral presentations; and summarize part of a text.	use a wide range of strategies to determine two or more main ideas or themes, and explain how key details support them in read-alouds, written texts, and oral presentations; and summarize a text.

when engaging in one or more of the following content-specific practices:

EP1. Support analyses of a range of grade-level complex texts with evidence. EP3. Construct valid arguments from evidence and critique the reasoning of others. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.	MP1. Make sense of problems and persevere in solving them.	SP1. Ask questions and define problems.
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when engaging in tasks aligned with the following Grade 4 ELA Standards:

Literature RL.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). RL.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. RL.1., RI.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. SL.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Informational Text RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
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Grade 6: Standard 3 (w/ELA Correspondences)

By the end of each English language proficiency level, an ELL can . . .					
ELP.6-8.3.	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>speak and write about grade-appropriate complex literary and informational texts and topics . . .</p>	<ul style="list-style-type: none"> communicate simple information 	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts 	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts develop texts with some details 	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with some specific details 	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with relevant details, ideas, or information
<p>about familiar texts, topics, and experiences</p>					
<p>about familiar texts, topics, experiences, or events.</p>					
<p>about familiar texts, topics, and experiences.</p>					
<p>about a variety of texts, topics, and experience.</p>					
<p>about a variety of texts, topics, and experiences.</p>					
<p>when engaging in one or more of the following content-specific practices:</p>					
<p>grade-level complex with evidence.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>		<p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>					
<p>when engaging in tasks aligned with the following Grade 6 ELA Standards:</p>					
<p>Literature</p> <p>W.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>SL.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>			<p>Informational Text</p> <p>W.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information into related groups, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>		

Correspondences to Practices

Correspondences to ELA Standards



Literacy Correspondences

Grade 6: Standard 3 (w/Literacy Correspondences)

by the end of each English language proficiency level, an ELL can . . .					
ELP.6-8.3.	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and topics . . .	<ul style="list-style-type: none"> communicate simple information 	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts 	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts develop texts with some details 	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with some specific details 	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with relevant details, ideas, or information
	about familiar texts, topics, and experiences	about familiar texts, topics, experiences, or events.	about familiar texts, topics, and experiences.	about a variety of texts, topics, and experience.	about a variety of texts, topics, and experiences.
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>		<p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>		
when engaging in tasks aligned with the following Grade 6 Literacy Standards:					
<p>WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to aid comprehension. Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented. <p>SL.4* Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>* Strongly applies to literacy in history/social studies and science/technical subjects</p>					

Correspondences to Practices

Correspondences to Literacy Standards



K-12 Practices Matrix

Use the K-12 Practices Matrix to identify a practice and its corresponding ELP Standard.

Practices	ELP Standards									
	1	2	3	4	5	6	7	8	9	10
ELA "Practices"⁷ (EP)										
EP1. Support analyses of a range of grade-level complex texts with evidence.	EP1	EP1	EP1		EP1			EP1		
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			EP2	EP2		EP2	EP2		EP2	EP2
EP3. Construct valid arguments from evidence and critique the reasoning of others.	EP3			EP3		EP3				
EP4. Build and present knowledge through research by integrating, comparing, and synthesizing ideas from texts.	EP4				EP4	EP4				
EP5. Build upon the ideas of others and articulate his or her own when working collaboratively.	EP5	EP5		EP5	EP5	EP5				
EP6. Use English structures to communicate context-specific messages.				EP6	EP6		EP6	EP6		EP6

Mathematical Practices (MP)	1	2	3	4	5	6	7	8	9	10
	MP1. Make sense of problems and persevere in solving them.	MP1	MP1	MP1		MP1	MP1		MP1	MP1
MP2. Reason abstractly and quantitatively.										
MP3. Construct viable arguments and critique the reasoning of others.				MP3		MP3			MP3	
MP4. Model with mathematics.										
MP5. Use appropriate tools strategically.										
MP6. Attend to precision.		MP6	MP6	MP6			MP6			MP6
MP7. Look for and make use of structure.										
MP8. Look for and express regularity in repeated reasoning.										

Science Practices (SP)	1	2	3	4	5	6	7	8	9	10
	SP1. Ask questions and define problems.	SP1					SP1	SP1	SP1	
SP2. Develop and use models.										
SP3. Plan and carry out investigations.					SP3					
SP4. Analyze and interpret data.		SP4		SP4						
SP5. Use mathematics and computational thinking.										
SP6. Construct explanations and design solutions.		SP6	SP6		SP6	SP6	SP6			
SP7. Engage in argument from evidence.				SP7		SP7			SP7	
SP8. Obtain, evaluate, and communicate information.		SP8								

Proficiency Level Descriptors

- Content needs to be accessible for every level of language
- Proficiency levels for each grade level help content level teachers develop & teach students as they are progressing in proficiency



Arkansas ELP Standards Workshop/Support

- <http://www.arkansaselp.org/>
 - Northwest Education Service Cooperative; June 27-29
 - Wilbur Mills (Pulaski County) Education Service Cooperative; July 6-8
 - Guy Fenter Education Service Cooperative; July 12-14
 - De-Queen/Mena Education Service Cooperative; July 18-20
 - Southeast Education Service Cooperative; July 26-28
 - Register on escworks.com
- [Arkansas ELP Standards](#)





Arkansas ELP

Building capacity statewide to lead the shift to deeper, richer language, literacy, & content standards for Arkansas' English learner students.



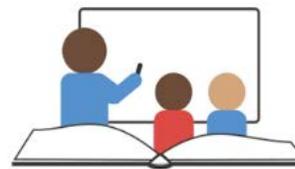
Module 1

In this first module, workshop participants will be introduced to 10 shifts in instructional practice, how they impact their educational environment, and how they give English learner students access to the language, analytical practices, and content they need for school success. This session will build the



Module 2

In Module 2, participants will be introduced to the ELP Standards to develop a deeper understanding of the standards and how they inform instruction and create greater access to language and content for English learners. Participants will collaboratively apply their knowledge of the shifts and standards to



Module 3

Module 3 presents a deep dive into high leverage standards that reflect the shifts discussed in Module 1. Participants will build a rich understanding of the interplay between ELP Standard 4 (argumentation) and ELP Standard 2 (student discourse). As a culmination of learning, each team of participants

Effective Instruction/Interventions for ELs

- [Teaching Academic Content and Literacy to English Learners in Elementary and Middle School](#)
 - IES Practice Guide, *What Works Clearinghouse*
- [Professional Learning Communities Facilitator's Guide to Implementing the IES Practice Guide](#)



EDUCATOR'S PRACTICE GUIDE

WHAT WORKS CLEARINGHOUSE™

Teaching Academic Content and Literacy to English Learners in Elementary and Middle School



NCEE 2014-4012
U.S. DEPARTMENT OF EDUCATION

ies NATIONAL CENTER FOR
EDUCATION EVALUATION
AND REGIONAL ASSISTANCE
Institute of Education Sciences



Research Recommendations

Updated IES Report in 2014:

- Recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.
- Recommendation 2: Integrate oral and written English language instruction into content-area teaching.



Research Recommendations

- Recommendation 3: Provide regular, structured opportunities to develop written language skills.
- Recommendation 4: Provide small-group instructional intervention to students struggling in areas of literacy and English language development.





Purpose

The *Professional Learning Communities (PLC) Facilitator's Guide* assists PLCs in applying evidence-based strategies to support struggling readers who are English learners.

Research Base

The *PLC Facilitator's Guide* aligns with the *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* educator's practice guide, produced by the What Works Clearinghouse, Institute of Education Sciences.

The practice guide presents four evidence-based recommendations:

- 1. Academic vocabulary:** Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities
- 2. Content-area instruction:** Integrate oral and written English language instruction into content-area teaching
- 3. Structured writing instruction:** Provide regular, structured opportunities to develop written language skills
- 4. Small-group intervention:** Provide small-group instructional intervention to students struggling in areas of literacy and English language development

Benefits for Educators

- ▶ **Evidence-based strategies** to help K–8 English learners acquire academic language and literacy skills
- ▶ **Collaborative professional learning experience** for reading, discussing, sharing, and applying the practice guide's key ideas and strategies
- ▶ **Activities and content** for eight 75-minute PLC sessions
- ▶ **Systematic five-step cycle** that encourages PLCs to debrief, define, explore, experiment, and reflect and plan



Success

Testimonials from PLC facilitators:

- ★ "Resources are invaluable . . . videos are super"
- ★ "The recommendations, the videos, and the graphic organizers . . . refocused my thinking and clarified the best methods for helping ELLs"
- ★ "Excellent resources for creative, effective PLCs"
- ★ "The resources and research base was most effective"
- ★ "The presentation of research evidence, including the degree of evidence for each of the focus recommendations" [about what was most helpful]



Conclusion/Scholarly Significance

The *PLC Facilitator's Guide*, along with the companion educator's practice guide, is intended to foster a deeper understanding of how scientifically based research on educating English learners may be applied to classroom practice. The research on effective instruction for English learners provides the basis for the guide's content, while the PLC format provides teachers with a structure for shared learning and improvement as they apply evidence-based concepts to classroom practice.

This PLC model is a key component of coherent and high-quality professional development (Desimone, Porter, Garet, Yoon, & Birman, 2002). Through this evidence-based and collaborative approach, the *PLC Facilitator's Guide* helps educators align the needs and learning goals of English learners with school curriculum and school- and district-wide change efforts.



PROFESSIONAL LEARNING COMMUNITIES FACILITATOR'S GUIDE

For the What Works Clearinghouse™ Practice Guide
Teaching Academic Content and Literacy to English Learners in Elementary and Middle School

▶ **Activities and content for 8 PLC sessions**

▶ **31 handouts**

▶ **23 videos**

Video Series

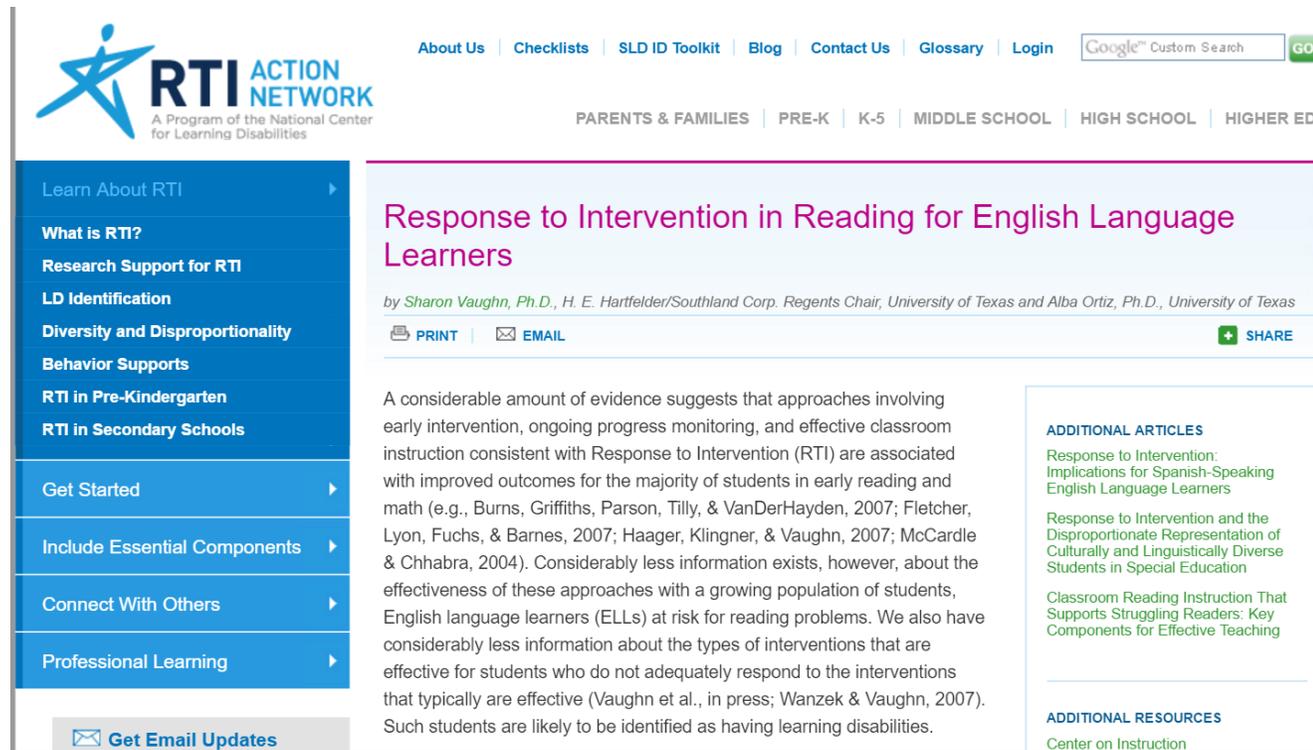
- ▶ **4 introductory videos** cover the practice guide recommendations
- ▶ **19 classroom videos** show actual instruction at three grade levels: 2–3 (combination), 4, and 6–8 (newcomers)
 - » Pre-Teaching Vocabulary*
 - » Activities to Promote Word Learning
 - » Providing Review
 - » Word Parts and Cognates
 - » Using Videos to Anchor Instruction
 - » Completing a Graphic Organizer
 - » Using Graphic Organizers in Writing*

* most popular topics

Success

Additional Resources to Design Interventions for ELs

- [RTI Network—English Language Learners](#)



The screenshot shows the RTI Action Network website. The header includes the RTI Action Network logo (a stylized figure with arms raised) and the text "RTI ACTION NETWORK A Program of the National Center for Learning Disabilities". Navigation links include "About Us", "Checklists", "SLD ID Toolkit", "Blog", "Contact Us", "Glossary", and "Login". A Google Custom Search bar is present. Below the header, there are links for "PARENTS & FAMILIES", "PRE-K", "K-5", "MIDDLE SCHOOL", "HIGH SCHOOL", and "HIGHER ED".

The main content area features a blue sidebar with the following menu items: "Learn About RTI", "What is RTI?", "Research Support for RTI", "LD Identification", "Diversity and Disproportionality", "Behavior Supports", "RTI in Pre-Kindergarten", "RTI in Secondary Schools", "Get Started", "Include Essential Components", "Connect With Others", and "Professional Learning". At the bottom of the sidebar is a "Get Email Updates" button.

The main article is titled "Response to Intervention in Reading for English Language Learners" by Sharon Vaughn, Ph.D., H. E. Hartfelder/Southland Corp. Regents Chair, University of Texas and Alba Ortiz, Ph.D., University of Texas. It includes "PRINT" and "EMAIL" icons, and a "SHARE" button.

The article text states: "A considerable amount of evidence suggests that approaches involving early intervention, ongoing progress monitoring, and effective classroom instruction consistent with Response to Intervention (RTI) are associated with improved outcomes for the majority of students in early reading and math (e.g., Burns, Griffiths, Parson, Tilly, & VanDerHayden, 2007; Fletcher, Lyon, Fuchs, & Barnes, 2007; Haager, Klingner, & Vaughn, 2007; McCardle & Chhabra, 2004). Considerably less information exists, however, about the effectiveness of these approaches with a growing population of students, English language learners (ELLs) at risk for reading problems. We also have considerably less information about the types of interventions that are effective for students who do not adequately respond to the interventions that typically are effective (Vaughn et al., in press; Wanzek & Vaughn, 2007). Such students are likely to be identified as having learning disabilities."

There are two sidebars on the right. The "ADDITIONAL ARTICLES" sidebar lists: "Response to Intervention: Implications for Spanish-Speaking English Language Learners", "Response to Intervention and the Disproportionate Representation of Culturally and Linguistically Diverse Students in Special Education", and "Classroom Reading Instruction That Supports Struggling Readers: Key Components for Effective Teaching". The "ADDITIONAL RESOURCES" sidebar lists: "Center on Instruction".



Colorin Colorado! Website

The screenshot shows the website's header with social media icons (Facebook, Twitter, RSS, YouTube), a language toggle for "En español", and links for "About Us" and "Newsletters". The WETA logo is also present. The main logo features a cartoon boy reading a book and the text "¡Colorín colorado!". Below the logo is the tagline "A bilingual site for educators and families of English language learners". A search bar is located on the right side of the header. The navigation menu includes "ELL Basics", "School Support", "Teaching ELLs", "For Families", "Books & Authors", "Videos", "Audience", and "Resource Library". The breadcrumb trail reads "Home > School Support > ELL Program Planning". A red button labeled "En español" is visible. Social sharing icons for print, email, Facebook, Twitter, Google+, and Pinterest are also present. The main content area is titled "ELL Program Planning" and includes a photo of four people in a library setting. The text explains that choosing the right program for English language learners (ELLs) depends on various factors like school, district, and state. A logo for the American Federation of Teachers (AFT) is shown with the text "Major support provided by our founding partner, the American Federation of Teachers, AFL-CIO."

<http://www.colorincolorado.org/>



ESOL Coordinator 101

Based upon recent feedback and requests from the field, Tricia Kerr will be offering ESOL Coordinator 101 trainings at most ESCs throughout the summer pending available space. Time of each training will be 8:30 am-3:30 pm

Session Description:

This training will equip new ESOL Coordinators, or those needing a refresher, with the basic steps necessary to run an ESOL program in a school district. Participants should bring a laptop with them, any ESOL plan they are aware of at their district, and watch the ESOL Program Guidance Webinar Series available on ADE's English Learner's Webpage (<http://www.arkansased.gov/divisions/learning-services/english-learners>) prior to the training. Ms. Kerr will work with ESOL Coordinators on creating/revising their district ESOL plans on this day by working with each one to answer the guiding questions found in the ESOL Program Guidance document also found on the ADE English Learner's page.



Date	Educational Cooperative	ESCWorks Number
Thursday, June 30	OUR	#286721
Friday, July 1	North Central	#287221
Wednesday, July 6	Guy Fenter	#286072
Monday, July 11	Northwest	#286871
Wednesday, July 13	DeQueen/Mena	#287000
Thursday, July 14	Pulaski County Schools' Administration Office, Conference B 925 East Dixon Road Little Rock, AR 72206	#286487
Thursday, July 21	Southeast	#286779
Thursday, July 28	Southwest	#286031
Friday, July 29	Arch Ford	#287014
Friday, August 5	Crowley's Ridge	#287074
Tuesday, August 23	Northeast	#286431
Thursday, August 25	Arkansas River	Number pending
Monday, August 29	Wilbur D Mills	#286724
Wednesday, August 31	South Central	#286105



ADE ESOL Team

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