



Providing SRCL and CLSD Literacy Services and Activities to English Learners May 12–13, 2021

Grantee: Maryland State Department of Education (MSDE)

- **Contact Information:**
Gail Green
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- **Strategy:** Maryland is implementing a new law this year to screen all kindergarteners and first graders for reading difficulties. Districts had concerns about screening English learner (EL) students who were so young and new to the English language. MSDE worked with a group of EL supervisors from across the state to create a brief guidance document around the screening of EL students. It was important for us to emphasize that the screening is informal and should be used to drive instruction. It is also important to emphasize the need for progress monitoring and flexible grouping so that students are not kept in supplemental instruction beyond what is needed to catch up to age-level peers. The screeners are required to assess students' abilities in phonological and phonemic awareness and processing. This guidance document also emphasizes the need to inform families of their student's progress and to help ensure that all information is accessible to families.
- **Evidence of Success:** Maryland does not yet have data from the screenings; however, we are confident that the screening and supplemental instruction will improve reading outcomes for all of our readers. This universal screening will help us to ensure that no students are missed. The first data collection will be this July for districts.
- **Resources:**
 - [Guidelines for Implementing Screening and Supplemental Reading Instruction for ELs](#)



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Grantee: Tulsa Public Schools (Oklahoma State Department of Education Grantee)

- **Contact Information:**

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Dr. Laura Grisso

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- **Strategy:** Academic Language and Literacy for English Learners (ELs) — Three-year professional learning arc for instructional mentors, English language development teachers, and English language development partners grounded in our EL Success Plan, with a specific focus on six Striving Readers school sites. Professional learning focused on the teaching and learning cycle using academic language to build opportunities and scaffolds for ELs in both oral and literacy domains using district core content resources.
- **Evidence of Success:** Improvement in classroom practice both in the core content classroom and in the English language development classroom using established classroom walk-through tools. Increased number of ELs transitioning from Head Start to kindergarten with higher English language proficiency screener levels at Striving Readers schools. Notable gains on growth targets on the ACCESS 2.0 assessment for elementary students. Increased Lexile levels of secondary ELs at Striving Readers schools.
- **Resources:**
 - [Tulsa Public Schools, English Learner Success Plan](#)
 - [Tulsa Public Schools, 6 Principles for Effective English Learner Instruction](#)
 - [Scaffolding Language, Scaffolding Learning](#)



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Grantee: Garden City, Kansas, LiNK Grant (Kansas Department of Education Grantee)

- **Contact Information:**

Monica Diaz
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- **Strategy:**
 - VOICE framework for instruction — a simplified version of SIOP® (Sheltered Instruction Observation Protocol) supports that include John Hattie’s research on instruction that supports high effect size.
 - Professional development — A yearly learning summit that includes supports for our teachers of English Learners. Guest presenters include
 - i. Carol Salva, *Boosting Achievement: Reaching Students With Interrupted or Minimal Education* (+1.57 Collective Teacher Efficacy).
 - ii. Pérsida and William Himmele, *Total Participation Techniques: Making Every Student an Active Learner* (+0.82 Classroom Discussion); *The Language-Rich Classroom: A Researched-Based Framework for Teaching English Language Learners* (+1.57 Collective Teacher Efficacy).
 - iii. Jenni Donohoo, *Collective Efficacy: How Educators’ Beliefs Impact Student Learning* (+1.57 Collective Teacher Efficacy).
 - iv. Susan Jenkins, *Check for Understanding: 65 Classroom Ready Tactics, Formative Assessments Made Easy* (+0.90 Formative Evaluation).
 - v. Olivia Amador, *The Teacher Clarity Playbook: A Hands-On Guide to Creating Learning Intentions and Success Criteria for Organized, Effective Instruction* (+0.75 Teacher Clarity).
- **Evidence of Success:**
 - Between 100 and 150 of our staff attend our yearly Summer Learning Summit and receive professional development books. Strategies are implemented in classrooms and in building professional learning communities. We have an electronic walk-through that tracks data on what instruction is observed in classrooms.
- **Resources:**
 - Book titles listed above are resources for our staff, along with some opportunities to view recorded professional development offered on demand and a list of staff book studies happening in our district.
 - i. <https://www.gckschools.com/cms/one.aspx?portalId=54924&pageId=5715923>
- **VOICE (Vocabulary, Objectives, Interaction, Comprehension, Evaluation)**
<https://www.gckschools.com/candi/siop>



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Grantee: USD 443 — Dodge City Public Schools (Kansas Department of Education Grantee)

- **Contact Information:**

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- **Strategy:** Biography-Driven Instruction (BDI)

BDI strategies use an assets-based approach to contextualize the learning for students. These strategies are designed to access the student’s funds of knowledge, assist teachers in capitalizing on what the student already knows, and help make instruction meaningful. BDI strategies are designed with three essential phases: Activation, Connection, and Affirmation.

- Activation: A Canvas of Opportunity
 - i. During this phase, funds of knowledge, prior knowledge, and academic knowledge are activated to reveal the student’s background knowledge. Students uncover this knowledge as the teacher observes.
- Connection: The Broad and Narrow Strokes of Learning
 - i. During this phase, the teacher serves as a facilitator in revoicing students’ learning and assisting in confirming/disconfirming their learning. Students have an opportunity to relate what they know to what they don’t know.
- Affirmation: A Gallery of Understanding
 - i. During this phase, teachers affirm student learning through authentic assessment and students celebrate their learning.

- **Evidence of Success:** Individual student data show that students have made a significant amount of progress on the Kansas English Language Proficiency Assessment, the Kansas Assessment Program, and localized assessments over the past 3 years. Students are engaged and active participants in their learning.

- **Resources:**

Kansas State University College of Education: Biography-Driven Instruction
<https://coe.ksu.edu/academics/departments/center-for-intercultural-multilingual-advocacy/biography-crt/>



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References:

- Herrera, Socorro, G. *Biography-Driven Culturally Responsive Teaching*. New York: Teachers College, 2016. Print.
- Herrera, Socorro, G., Shabina K. Kavimandan, Della R. Perez, and Stephanie Wessels. *Accelerating Literacy for Diverse Learners*. New York: Teachers College, 2017. Print.
- Herrera, Socorro, G., Shabina K. Kavimandan, and Melissa A. Holmes. *Crossing the Vocabulary Bridge: Differentiated Strategies for Diverse Secondary Classrooms*. New York: Teachers College, 2011. Print.