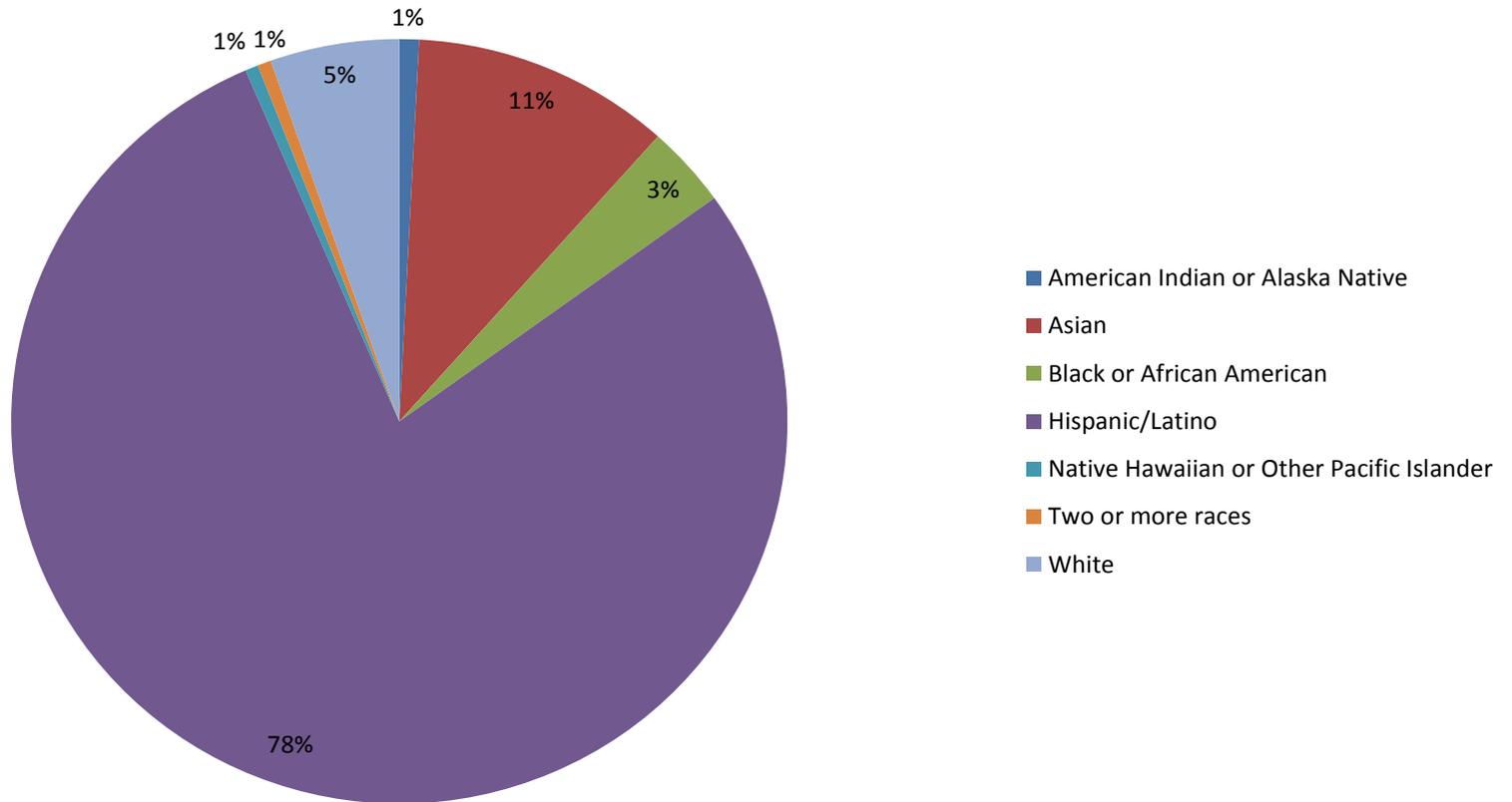


**WHITE HOUSE INITIATIVE
ON EDUCATIONAL EXCELLENCE FOR HISPANICS
ENGLISH LEARNERS
WEBINAR
MARCH 19, 2014**



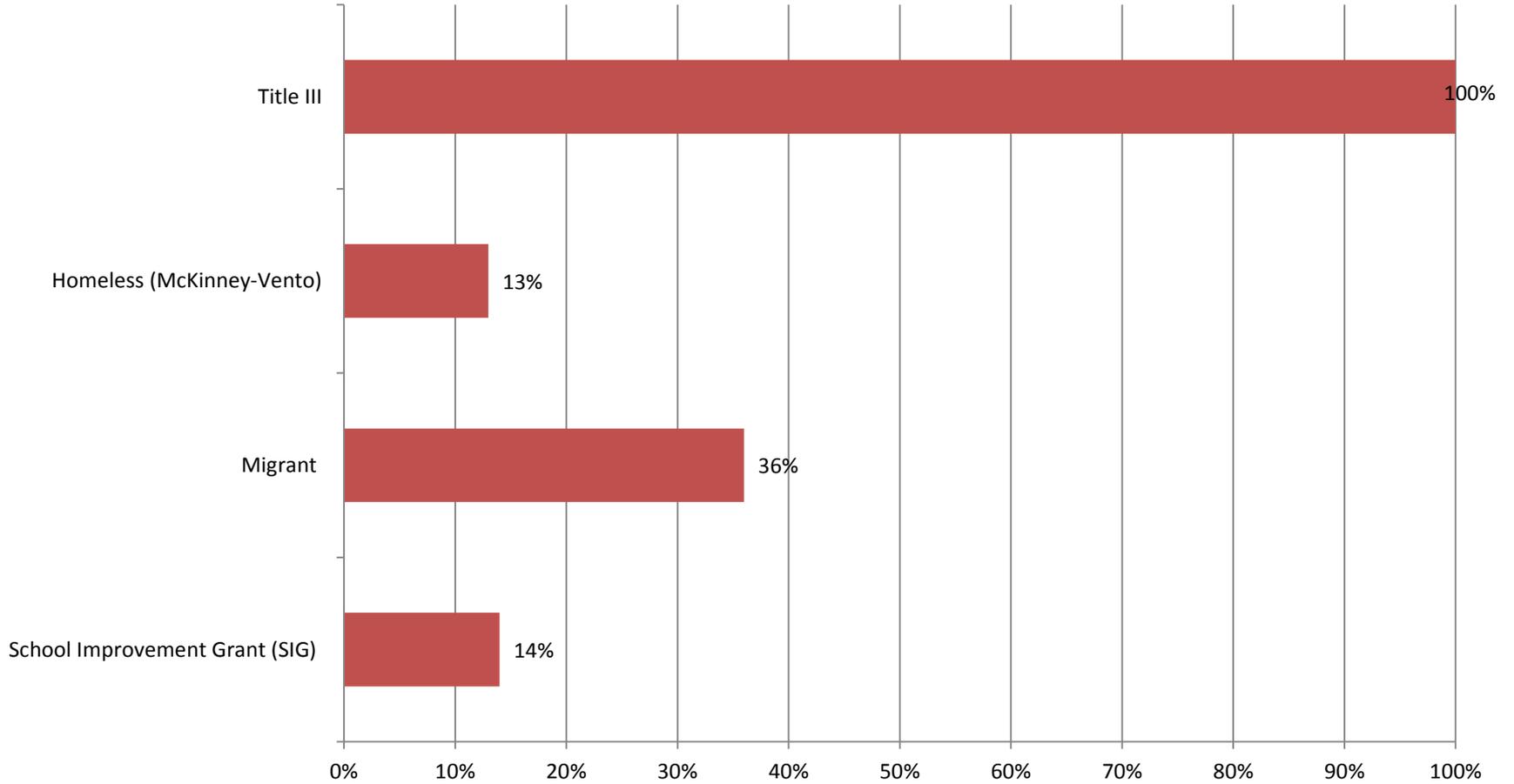
LEP Population by Race/Ethnicity



OESE Programs Serving ELs

- ESEA Flexibility / Title I
- Title III
- Homeless Children and Youth Program (McKinney-Vento)
- Office of Migrant Education
- School Improvement Grant (SIG)
- Office of Indian Education
- Office of Early Learning

EL Population in OESE Programs



Title III Statutory Requirement

The purpose of the Title III program:

... help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet...

SEC. 3102. PURPOSES

ESEA Flex Principle 1: College and Career-Ready Expectations for All Students

Strong transition plans include clearly articulated strategies to:

- Build capacity
- Provide professional development to teachers of English learners (ELs) (teachers in language instruction educational programs, elementary classroom teachers, and secondary content teachers) on how to support ELs in acquiring content knowledge as they develop English language proficiency

ESEA Flex Principle 2: State-Developed Systems of Differentiated Recognition, Accountability, and Support

- Develop accountability systems that create incentives and provide support to close achievement gaps for all subgroups of students, including ELs.
- Provide interventions that specifically address the needs of ELs and articulate how these will help to reduce the achievement gap.

ESEA Flex Principle 3: Supporting Effective Instruction and Leadership

Develop and implement teacher and principal evaluation and support systems include:

- Systematic process to solicit input on the guidelines for evaluating teachers of ELs.
- Rubrics for training and evaluating teachers and principals that address the education of ELs.
- Details on how to include teachers of ELs in the performance rating system in a meaningful way, when they may teach those students part of the time, teach multiple classes, or serve as resource teachers.

Contact Information

Supreet Anand

Title III Formula Grant Group Leader

supreet.anand@ed.gov

Francisco López

Title III Education Program Specialist

francisco.javier.lopez@ed.gov

Effective Practices in Working with English Learners

Jose L. Rodriguez

Regional Director of Education Texas & Southwest

National Council of La Raza (NCLR)

San Antonio, Texas

210-212-4454

jrodriguez@nclr.org

Working with English Learners

District Level

- District Improvement Plan addresses ELs needs
- Curriculum that is aligned to standards

School Level

- Teachers serving ELs are certified in bilingual/ESL
- All teachers are prepared to work with ELs
- Teachers have a common planning periods
- Teachers have time to collaborate

Classroom Level

- Effective Strategies for English Learners
 - Peer Support and Collaboration
 - Native Language Support
 - Vocabulary Development
 - Visuals
 - Parent Engagement

Peer Support and Collaboration

- Sustained peer support and collaboration provides multiple opportunities for English learners to practice language, outside the traditional teacher-student dyad.

Native Language Support

- Using ELs' native language provides a scaffold tool in learning complex math language.
- Native language support can be directly provided by teachers if they are fluent in their students' native language or through peer collaboration of students whose native language is the same.

Vocabulary Development

- Pre-teaching or highlighting vocabulary allows students to acquire specialized and technical terms necessary for learning.
- In addition to technical terms, EL must learn words or phrases that have a different meaning in different content areas than they do in everyday life.

Visuals

- Visuals allow ELs to understand abstract and difficult concepts. This strategy is essential in helping ELs to develop academic vocabulary in each content area.

Parent Engagement

- Keeping the families engaged in their children's education.
- NCLR believes that Hispanic parents can become more effective advocates for their children;
- when they learn how to engage with the school system and ;
- when they learn about strategies they can use to navigate their children's stages of development as they progress through their school years.