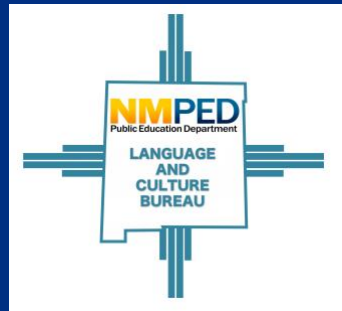


Serving English Learners with the NM STEM Ready! Science Standards



June 1, 2018 | 11:00am–12:00pm | Albuquerque

A Civil Right

Federal law through Title VI of the 1964 Civil Rights Act requires that all English Learners (ELs) have equal access to a high-quality education and the opportunity to achieve their full academic potential.



Federal Definition of EL

- (A) Age 3 – 21;
- (B) In elementary or secondary school;
- (C)
 - (i) Not born in the US or whose native language is a language other than English;
 - (ii) (I) Who is a Native American or Alaskan Native or native resident of the outlying areas and
(II) language other than English has had a significant impact on English language proficiency level; or
 - (iii) migratory and where a language other than English is dominant;

AND

Federal Definition of EL

(D) whose difficulties in speaking, reading, writing, or understanding the English language denies them the ability to

- (i) meet the State's academic proficiency levels on required assessments;
- (ii) Successfully achieve in classrooms where English is the language of instruction; or
- (iii) opportunity to participate fully in society.

ELs with Disabilities Protected x 4

ELs

- Title VI of the 1964 Civil Rights Act Equal
- Equal Educational Opportunities Act of 1974

Language assistance and special education services are:

- ✓ Equally important
- ✓ Equally valuable
- ✓ Equally protected

SWD

- Section 504 of the Rehabilitation Act of 1973
- IDEA 2004



EL ≠ Bilingual

Bilingual:

- Using or able to use two languages especially with equal fluency (Merriam Webster Dictionary).
- Could be **any** two languages
- Bilingual thus can refer to any of the following students:
 - Initially fluent English proficient (IFEP)
 - English learner (EL)
 - Reclassified fluent English proficient (RFEP)

Two Goals

- EL programs must be designed to enable ELs to
 1. Attain English language proficiency
 2. Have meaningful access to the standard instructional program within a reasonable length of time.

1. English Language Proficiency

- English Language Development (ELD)
- Instruction that specifically focuses on helping ELs develop English language skills
- Delivered in a portion of the school day separate from content classes: ELA is content, ELD is language development
- Instruction is tailored to and builds upon students' English language proficiency levels (EL Toolkit, 2015)
- **Primary objective is language**; content is secondary

(Saunders, Goldenberg, Marcelletti, 2013)

2. Meaningful Access to Content

- Sheltering strategies are used with ELs for learning grade-level content and skills in content areas.
(Goldenberg, 2013)
- Sheltered instruction contributes to English language development, but the focus is on content and skills
- **Primary objective is content**, language is secondary
(Saunders, Goldenberg, Marcelletti, 2013)

EL Program Options

1. English language development (ELD) pull-out course and sheltered instruction in content areas
 - English language Instruction in the ELD course is differentiated based on the English language proficiency level of the student.
2. English language development (ELD) block (elementary grades only) and sheltered instruction in content areas
 - ELD block has to be a minimum of 45 minutes per day. The English language Instruction must be differentiated based on the English language proficiency level of the student.

Integrated ELA-ELD Course

3. Integrated English language development (ELD)— English language arts (ELA) course and **sheltered instruction in content areas**

- For ELs who are nearing proficiency as measured by the ACCESS for ELLs 2.0 assessment.
- English language Instruction in the ELD-ELA course is integrated with ELA instruction.
- For graduation credit

Staffing an EL Program

Teachers:

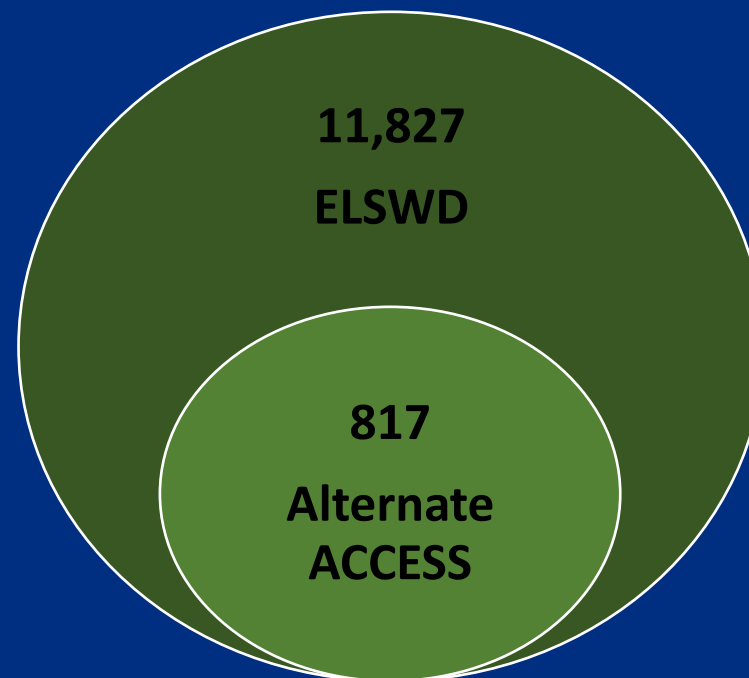
- Qualified to provide EL services
- Content teachers that are trained to support language
- TESOL endorsement could fulfill these requirements
- Equity and ESSA plans prioritize serving ELs with highly effective or exemplary teachers

Administrators:

Trained to meaningfully evaluate EL program staff

EL Exit Criteria

- ACCESS for ELLs exit criteria:
 - Overall composite score of 5.0 or higher
- Alternate ACCESS exit criteria:
 - Overall composite score of P1 or higher
- Aligned to the rigorous performance standards of the PARCC/NMAPA reading and math assessments



Source: STARS 120D 2016-2017

In Progress

- ACCESS for ELLs:

- Composite score for students who due to an impairment, for which there is no accommodation available, cannot complete all 4 domains of the assessment.

- Alternate ACCESS:

- Domain specific exit scores for students who due to an impairment, for which there is no accommodation available, cannot complete all 4 domains for the assessment.

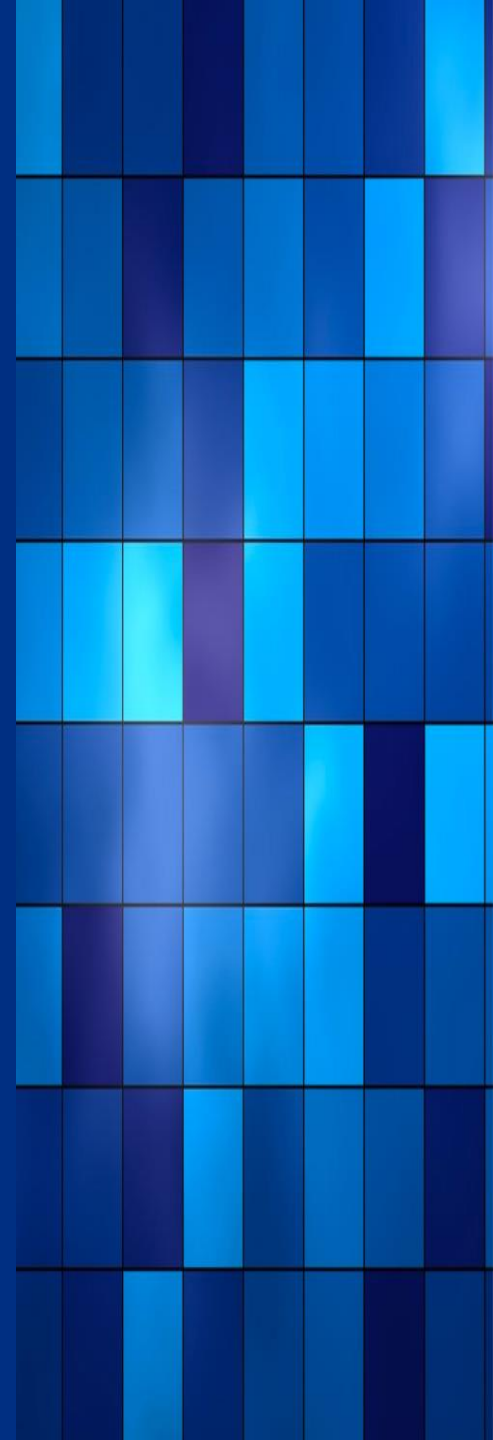
Desktop and Onsite Monitoring

- Data validation for EL counts and EL program valid values at 40D, 80D, 120D
- Onsite monitoring visits continue next school year
- Monitoring Checklist under Serving English Learners tab

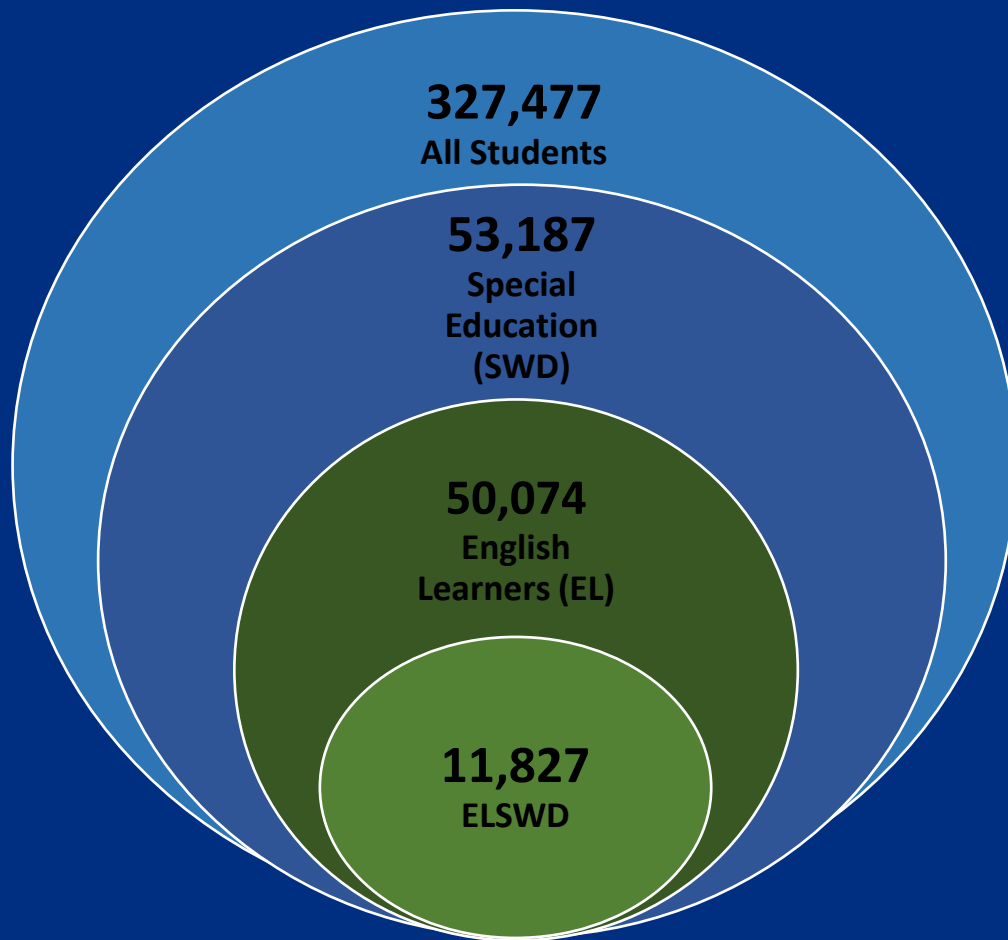
New Mexico Public Education Department | Bilingual Multicultural Education Bureau

SERVING ENGLISH LEARNERS MONITORING CHECKLIST					
NON-TITLE III DISTRICTS. ANSWER ALL THOSE QUESTIONS LOCATED IN NON-SHADED BOXES.			TITLE III DISTRICTS. ANSWER ALL QUESTIONS—BOTH THOSE IN NON- AND IN GREY-SHADED BOXES.		
District:			School:		
Superintendent:			Principal:		
Title III Director:			Date:		
I. Demographic Information					
1. How many schools are in the district?					
2. What is the district's total enrollment?					
3. What is the number of EL students enrolled in the school district?					
4. How many reclassified fluent English proficient (RFEP—exited ELs) are in the school district?					
5. What is the number and percent of EL students in special education?					
6. What is the number and percent of EL students in the talented and gifted program?					
II. EL Student Performance on Language and Academic Achievement					
English Language Proficiency Levels—Number of Students					
School Level	Level 1: Entering	Level 2: Emerging	Level 3: Developing	Level 4: Expanding	Level 5: Bridging
Elementary					
Middle School					
High School					

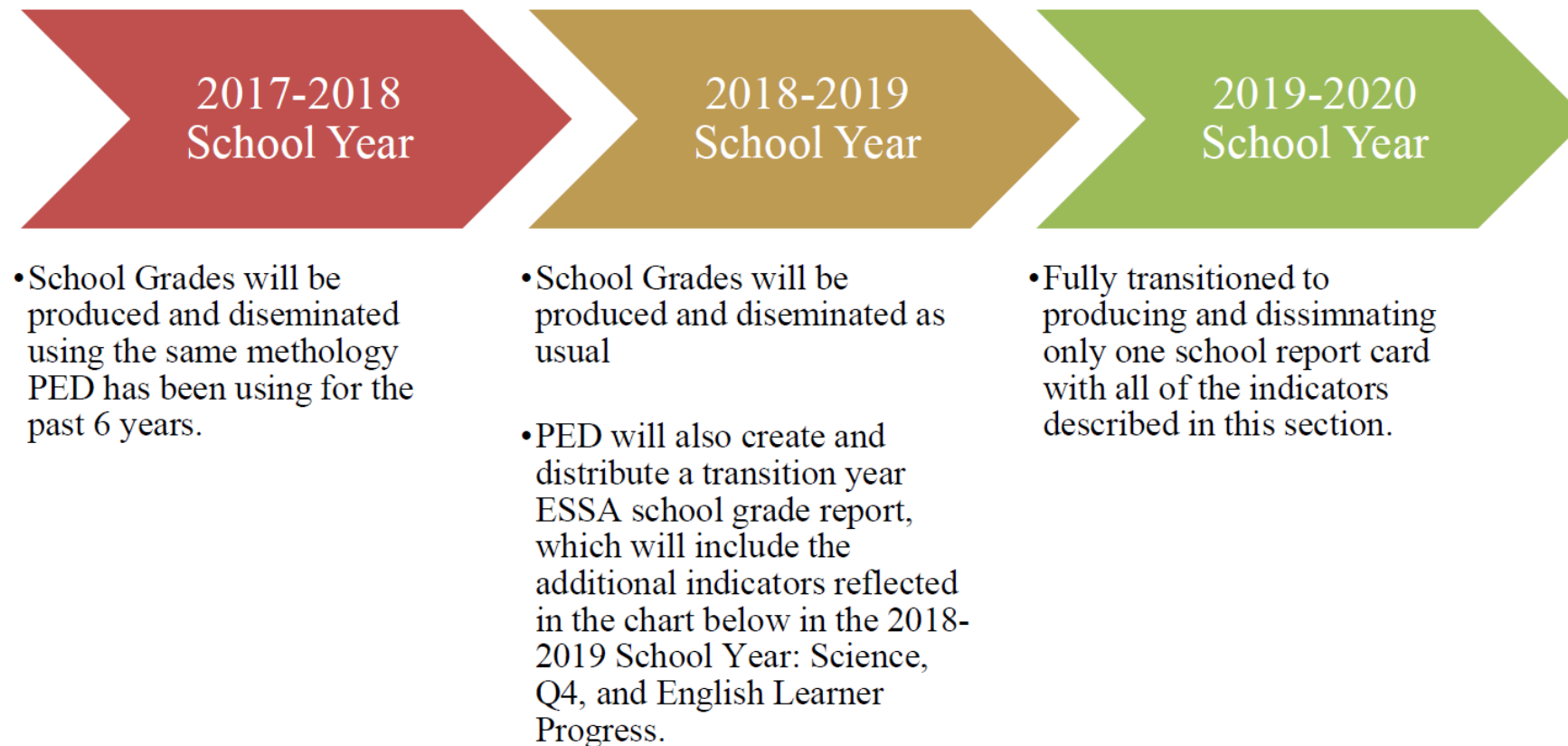
New Mexico's State Plan



New Mexico's State Plan



EL Progress in School Grades



See pages 75–84 in New Mexico’s State Plan for ELP in school grade report.

Learn more about our new STEM Ready! Science Standards that take effect on July 1, 2018.

NMPED
Public Education Department

HOME STUDENTS EDUCATORS FAMILIES ADMINISTRATORS SCHOOL DATA

MATH AND SCIENCE BUREAU

Home / Bureaus / Math and Science Bureau

STEM Ready!
SCIENCE | TECHNOLOGY | ENGINEERING | MATHEMATICS

ANNOUNCEMENTS

The New Mexico Public Education Department released a **memo** about the NM STEM Ready! science standards implementation on January 23, 2018.

The New Mexico Public Education Department wishes to **thank participants of the NM STEM Ready! science standards' working groups** for their dedication and hard work in designing recommendations for the middle school and high school course maps and framework for the New Mexico specific standards.

Math and Science Bureau

- Math & Science Bureau Staff
- MSAC (Math and Science Advisory Council)
- NM STEM Ready! Math
- NM STEM Ready! Science
- PARCC
- Professional Learning
- STEM Resources

New Mexico STEM Ready Math

$\sum_{n=0}^{N-1} e^{-\pi i k}$
math

New Mexico STEM Ready Science

PARCC Resources

STEM Resources

Visit the PED's Math and Science Bureau website to learn more about

- The implementation timeline
- Professional learning for teachers in June

NGSS
+
New Mexico 6
Specific Standards

=


science standards

- Webinars for administrators and teachers every month

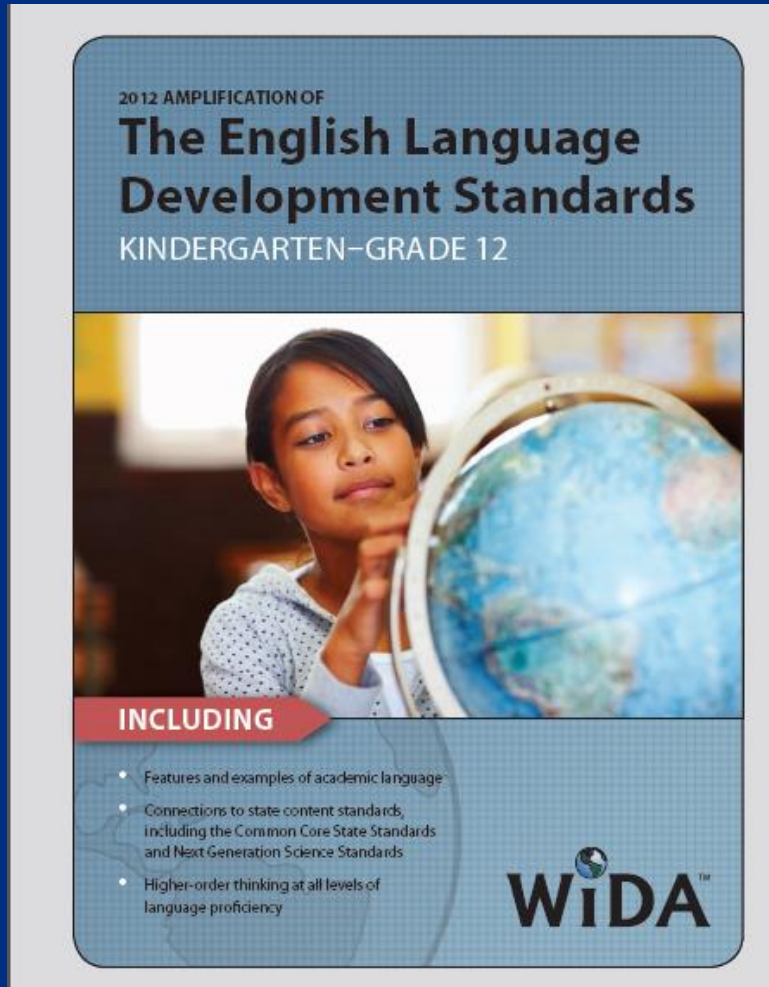
ELP Indicator

- Captures the extent to which students
 - Gain language proficiency (ELP = 5 or higher)
 - How quickly (5 years)
- Student's grade level at entry
- Student's English proficiency at entry

School Accountability under ESSA

School Grading		EL/MS		HS		ESSA Indicator Classification (2018-19)
		2016-17 2017-18	2018-19+	2016-17 2017-18	2018-19+	
Student Proficiency	ELA, Math	25	33	20	25	→ AA indicator
	VAM	15		10		
Student STEM Readiness	Science		5		5	→ SQ/SS indicator
School Growth	VAM	10		10		
Student Growth	Q4 (25%)	20	5	10	5	} AA indicator (HS) or AP indicator (ES/MS)
	Q2-3 (50%)		12		10	
	Q1 (25%)	20	25	10	15	
Opportunity to Learn	Absenteeism	5	10	5	10	} SQ/SS indicator
	Survey	5		5		
College/Career Readiness	Participation			5		} SQ/SS indicator
	Success			10	12	
Graduation	4-Year Rate			8	6	} GR indicator
	5-Year Rate			3	2	
	6-Year Rate			2	1	
	Growth 4-year Rate			4	4	→ SQ/SS indicator
English Learner Progress	Growth to Proficiency		10		5	→ ELP indicator
		100		100		
Bonus Points		5		5		
Participation <95%		Letter Grade Drop				

ELD Standards and Framework



The Five Standards:

- ELDS 1: Social & Instructional Language
- ELDS 2: The Language of Language Arts
- ELDS 3: The Language of Mathematics
- ELDS 4: The Language of Science
- ELDS 5: The Language of Social Studies

STEM Ready! and ELD Standards



A Vision for Science Education

- “To ensure that by the end of the 12th grade, **all students** have some appreciation of the beauty and wonder of science; possess sufficient knowledge of science and engineering to engage in public discussions on related issues; are careful consumers of scientific and technological information related to their everyday lives; are able to continue to learn about science outside school; and have the skills to enter careers of their choice, including (but not limited to) careers in science, engineering and technology.”

(Framework for K-12 Science Education)

Relationships and Convergences

Found in:

1. CCSS for Mathematics (practices)
- 2a. CCSS for ELA & Literacy (student capacity)
- 2b. ELPD Framework (ELA "practices")
3. NGSS (science and engineering practices)

Notes:

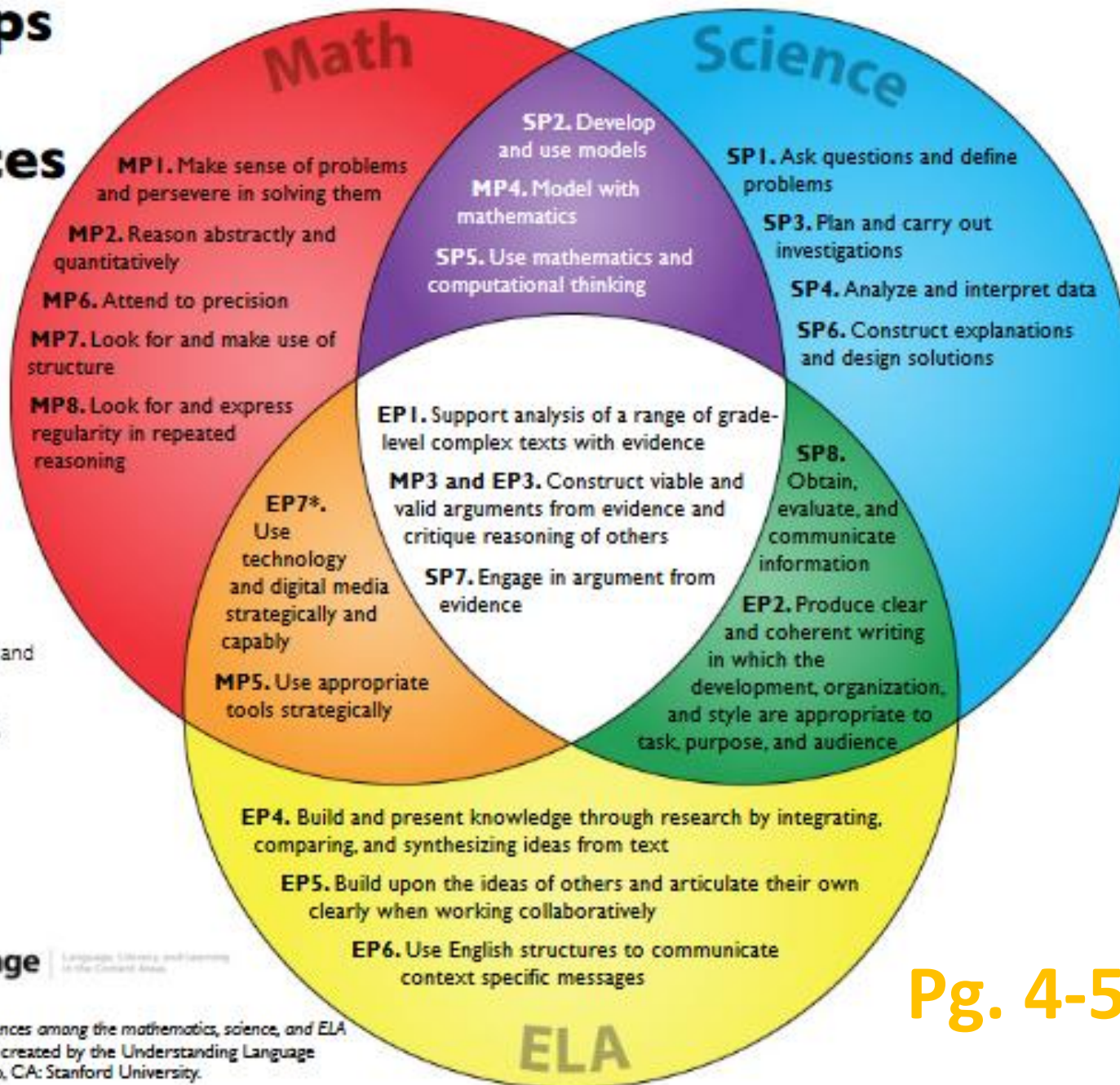
1. MP1–MP8 represent CCSS Mathematical Practices (p. 6–8).
2. SP1–SP8 represent NGSS Science and Engineering Practices.
3. EP1–EP6 represent CCSS for ELA "Practices" as defined by the ELPD Framework (p. 11).
4. EP7* represents CCSS for ELA student "capacity" (p. 7).

Stanford
CONSORTIUM SCHOOLS OF
EDUCATION

Understanding Language | Language, Literacy and Learning in the Content Areas

Suggested citation:

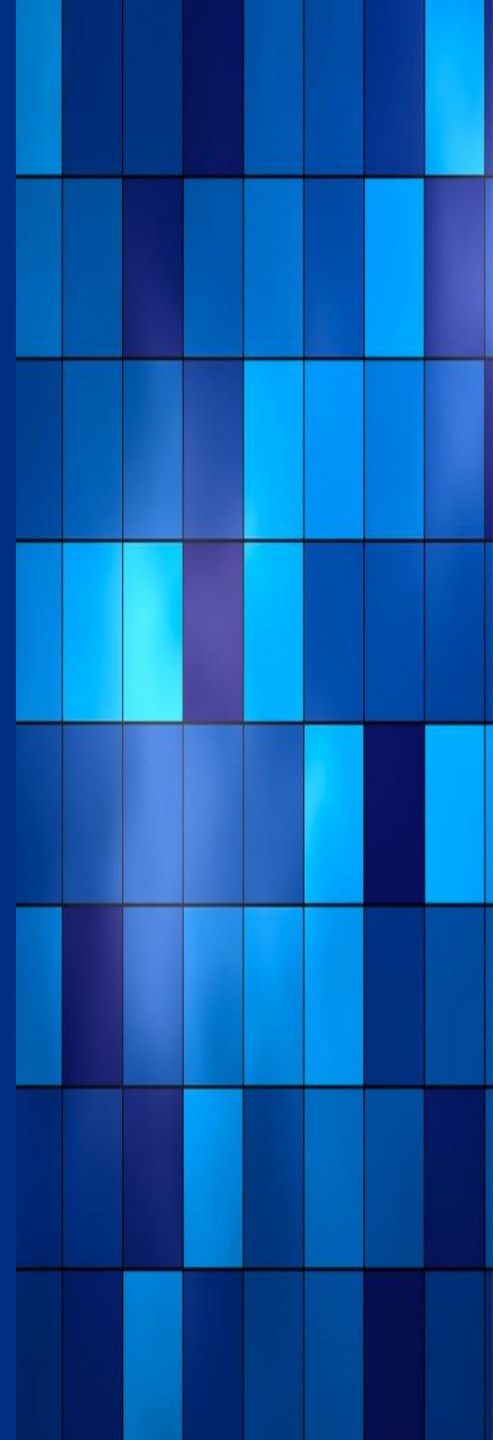
Cheuk, T. (2013). *Relationships and convergences among the mathematics, science, and ELA practices*. Refined version of diagram created by the Understanding Language Initiative for ELP Standards. Palo Alto, CA: Stanford University.



Pg. 4-5

ELD Standards

- Content Objectives
- Language Objectives
- Model Performance Indicators (MPIs)
 - Connection
 - Context
 - Cognitive Function
 - Topic Related Language



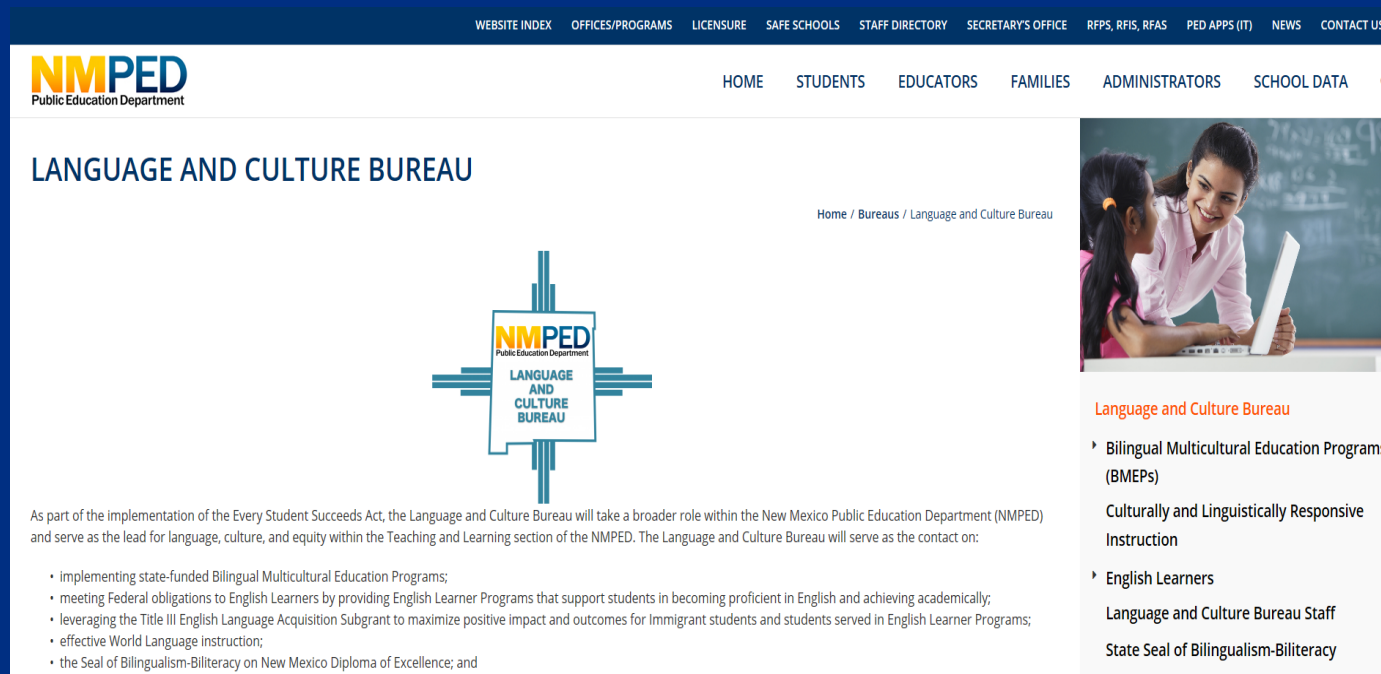
ELD Standards and Next Generation

- Model Performance Indicators
 - Content Objectives (STEM Ready! Science Standards)
 - Language Objectives (Speaking, Writing, Reading, Listening - SWRL)
 - Appropriate Supports (Scaffolding)
- Pg. 28, 38, 47, 59, 65, 71, 77, 83, 89, 95, 101, 107

Language and Culture Bureau

Onward!

We don't look back, we just move forward.



The screenshot shows the official website of the Language and Culture Bureau within the New Mexico Public Education Department (NMPED). The header includes a navigation bar with links such as WEBSITE INDEX, OFFICES/PROGRAMS, LICENSURE, SAFE SCHOOLS, STAFF DIRECTORY, SECRETARY'S OFFICE, RFPS, RFIS, RFAS, PED APPS (IT), NEWS, and CONTACT US. Below this, a secondary navigation bar lists HOME, STUDENTS, EDUCATORS, FAMILIES, ADMINISTRATORS, and SCHOOL DATA. The main content area features the NMPED logo and the title 'LANGUAGE AND CULTURE BUREAU'. A breadcrumb trail indicates the current location: Home / Bureaus / Language and Culture Bureau. A large image shows a teacher and a student looking at a tablet. Below the image, the text states: 'As part of the implementation of the Every Student Succeeds Act, the Language and Culture Bureau will take a broader role within the New Mexico Public Education Department (NMPED) and serve as the lead for language, culture, and equity within the Teaching and Learning section of the NMPED. The Language and Culture Bureau will serve as the contact on:' followed by a bulleted list of responsibilities: implementing state-funded Bilingual Multicultural Education Programs; meeting Federal obligations to English Learners by providing English Learner Programs that support students in becoming proficient in English and achieving academically; leveraging the Title III English Language Acquisition Subgrant to maximize positive impact and outcomes for Immigrant students and students served in English Learner Programs; effective World Language Instruction; and the Seal of Bilingualism-Biliteracy on New Mexico Diploma of Excellence; and. On the right side, there is a sidebar with the title 'Language and Culture Bureau' and a list of links: Bilingual Multicultural Education Programs (BMEPs), Culturally and Linguistically Responsive Instruction, English Learners, Language and Culture Bureau Staff, and State Seal of Bilingualism-Biliteracy.

WEBSITE INDEX OFFICES/PROGRAMS LICENSURE SAFE SCHOOLS STAFF DIRECTORY SECRETARY'S OFFICE RFPS, RFIS, RFAS PED APPS (IT) NEWS CONTACT US

NMPED
Public Education Department

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LANGUAGE AND CULTURE BUREAU

Home / Bureaus / Language and Culture Bureau

Language and Culture Bureau

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Language and Culture Bureau

- Bilingual Multicultural Education Programs (BMEPs)
- Culturally and Linguistically Responsive Instruction
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- Language and Culture Bureau Staff
- State Seal of Bilingualism-Biliteracy

<https://webnew.ped.state.nm.us/bureaus/languageandculture/>