

Measures for Success

Increasing Student Thinking, Engagement, Authenticity,
and Technology Use in ELL Classrooms

Region One ESC & LoTi Connection

What Gets Measured in ELL Classrooms, Gets Improved Now!



Region One ESC and LoTi Connection invite you to discover:



High-impact interventions directed at PBMAS, STAAR, and TELPAS

Best practices strategies that support the ELPS (English Language Proficiency Standards)

Coaching tools that elevate ELL learning and achievement

Sign up now for

MEASURES FOR SUCCESS:

Increasing Student Thinking, Engagement, Authenticity, and Technology Use

What is the Achievement Gap and Why Should I Care?

The Achievement Gap is the “the difference in academic performance between different ethnic groups.”

By 2036,
1/3 of American children
between the ages of 3 and 17
will be Hispanic.



#HHM

*The future of our nation depends
on giving every child, in every
classroom a quality education.*

WHERE DO CONNECTICUT'S 2013 ACHIEVEMENT GAPS RANK COMPARED TO THE OTHER 49 STATES?

4TH GRADE MATH

HISPANIC/WHITE

**#1 WORST GAP
IN THE NATION**

4TH GRADE READING

HISPANIC/WHITE

**#5 WORST GAP
IN THE NATION**

**{ THE GAP
FOR
HISPANIC
STUDENTS }**

8TH GRADE MATH

HISPANIC/WHITE

**#1 WORST GAP
IN THE NATION**

8TH GRADE READING

HISPANIC/WHITE

**#3 WORST GAP
IN THE NATION**



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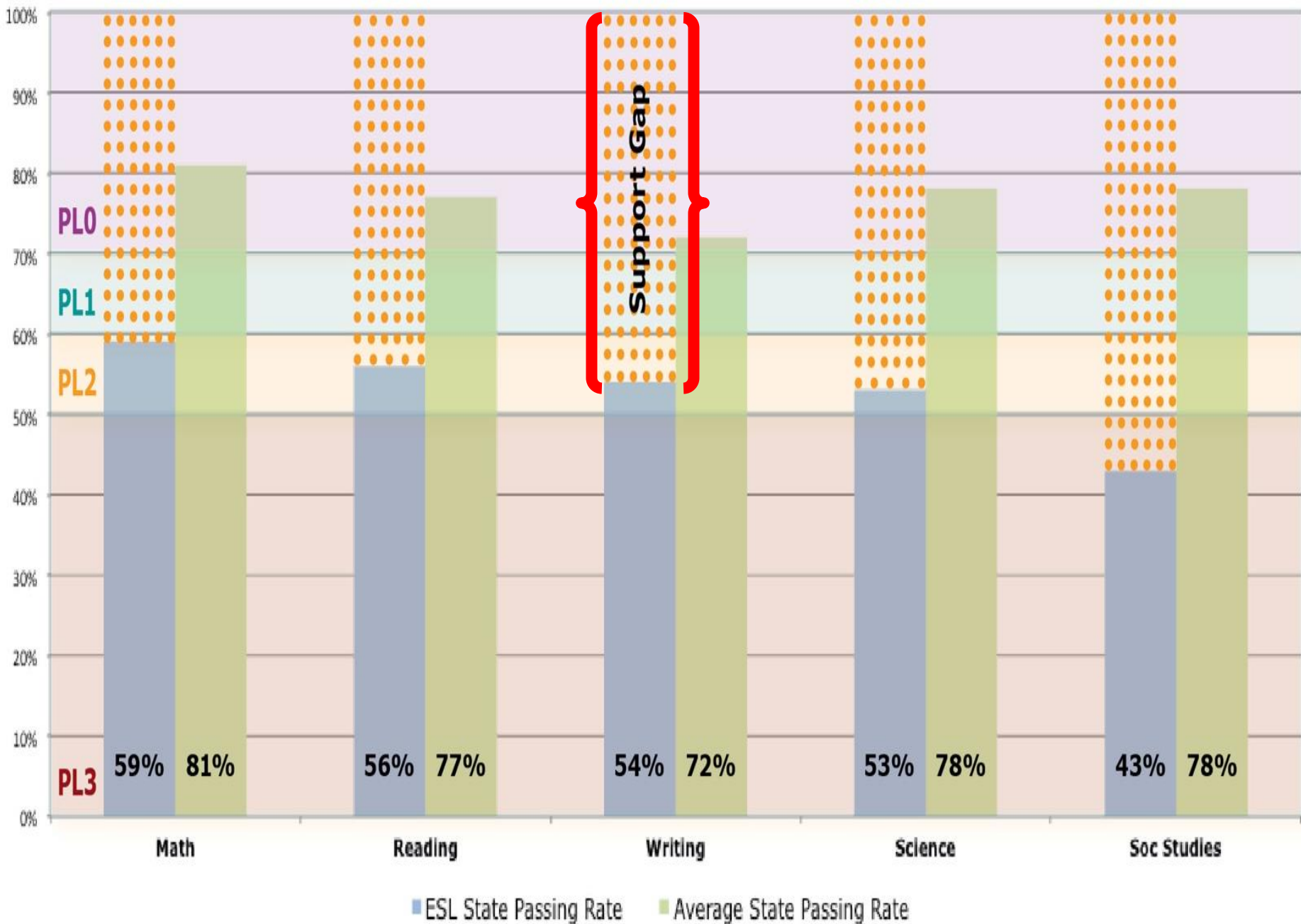


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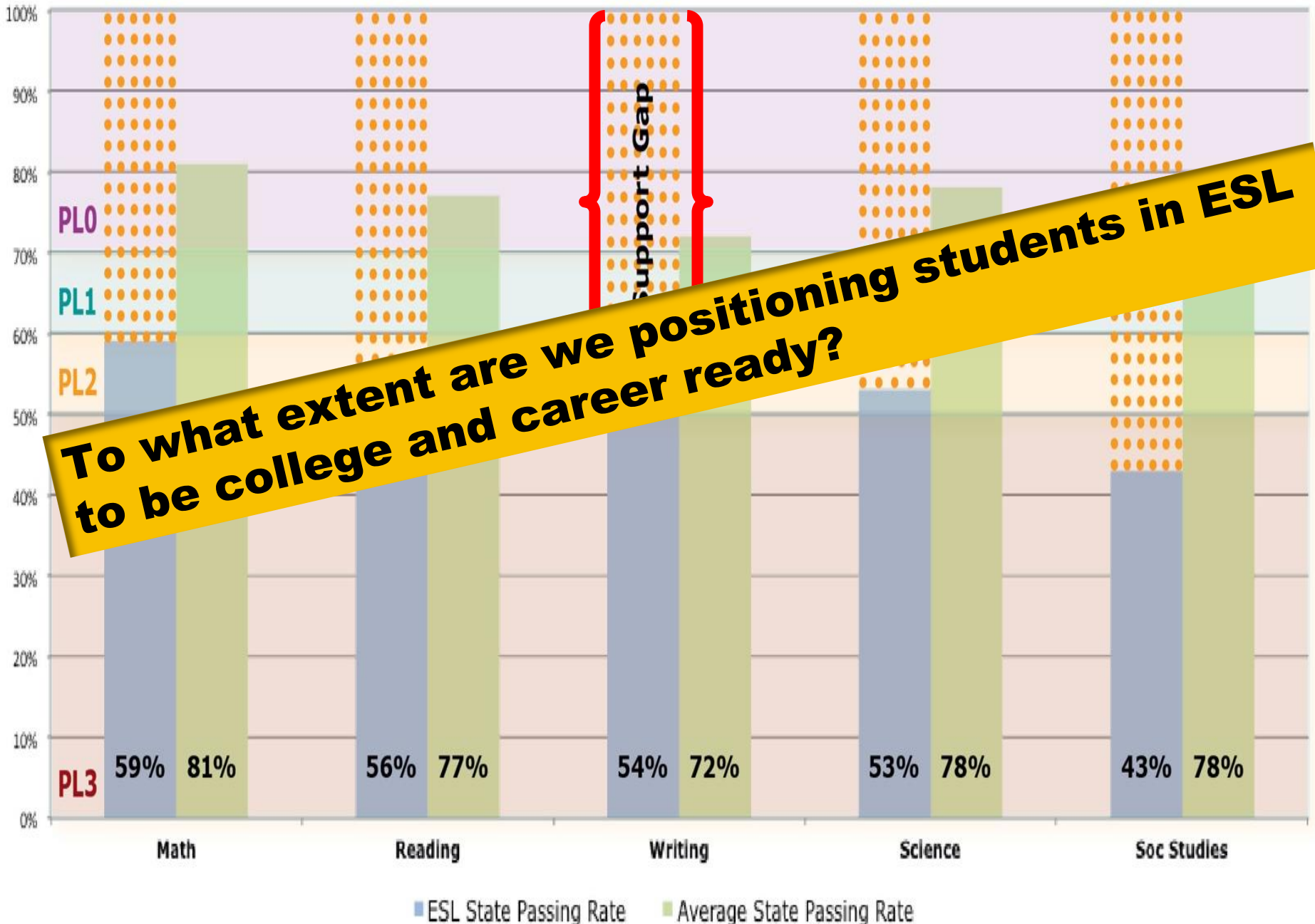


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STAAR (3-8) State Passing Rate Compared to PBMAS Performance Levels



STAAR (3-8) State Passing Rate Compared to PBMAS Performance Levels

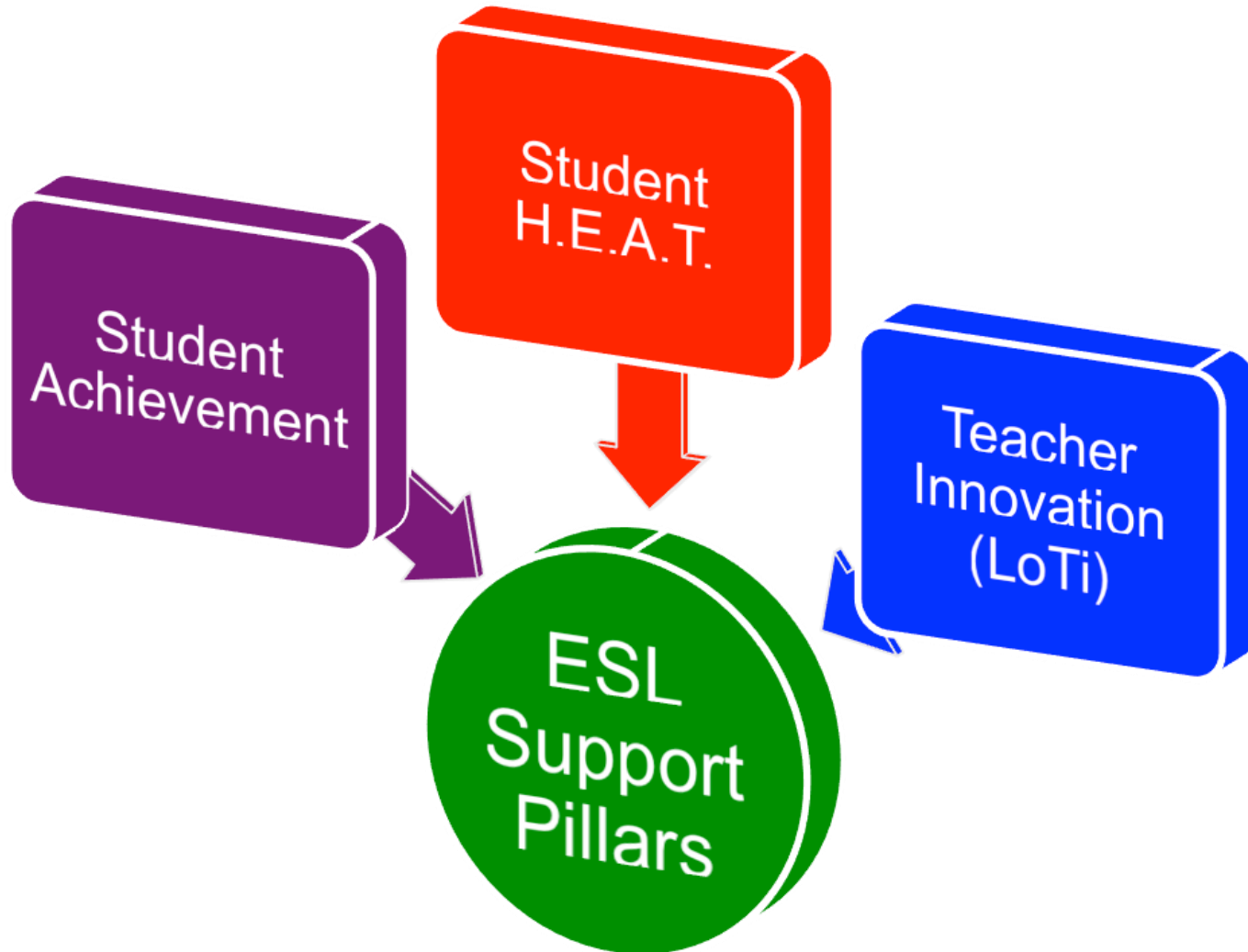


To what extent are we positioning students in ESL to be college and career ready?



How do we change this?

ELL Support Pillars

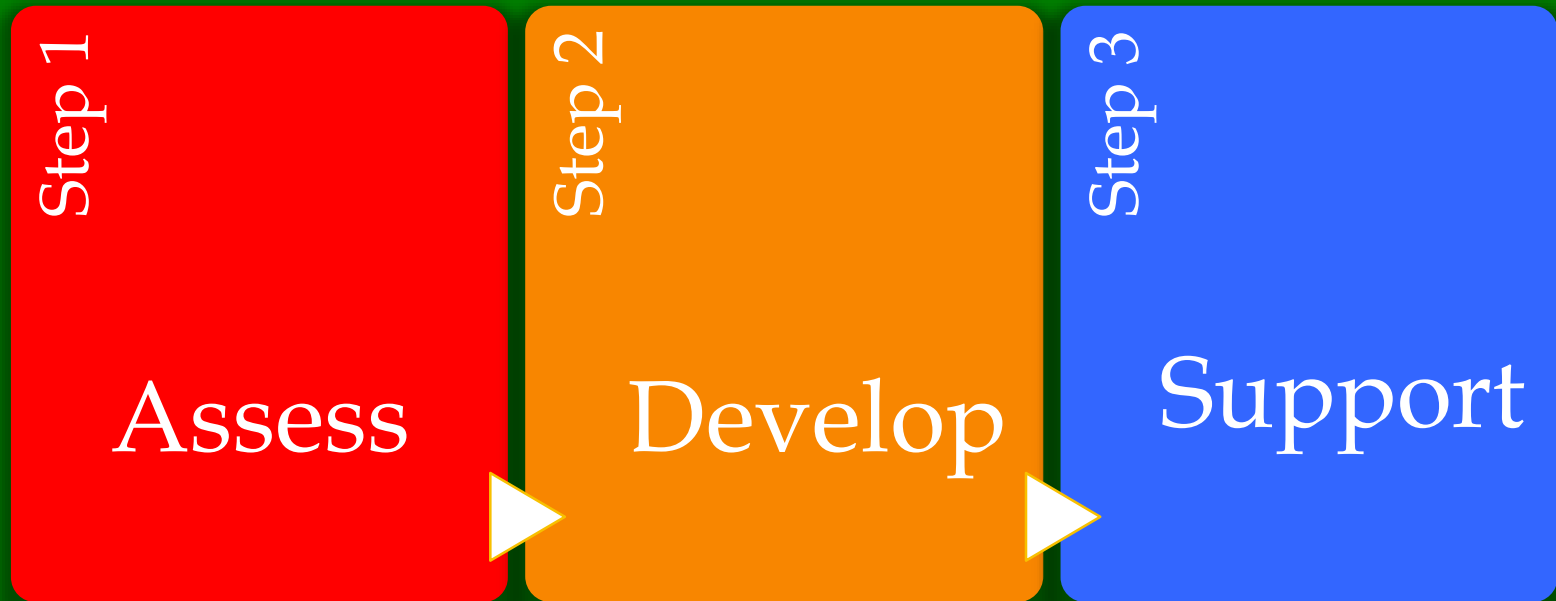




Measures for Success in 3 Simple Steps

High Impact Support for ELL Success

in 3 Simple Steps



ELL Achievement

STAAR

• TEKS

TELPAS

• ELPS

ELPS & Best Practices

21st Century Skills

- Critical Thinking
- Collaborating
- Communicating
- Technology Literacy
- Social Skills

High Yield Strategies

- Compare/Classify
- Non-linguistic Representation
- Cooperative Learning
- Providing Feedback

Digital Age Best Practices

- Student Questions
- Formative Assessment
- Differentiation
- Digital Tools
- Collaboration

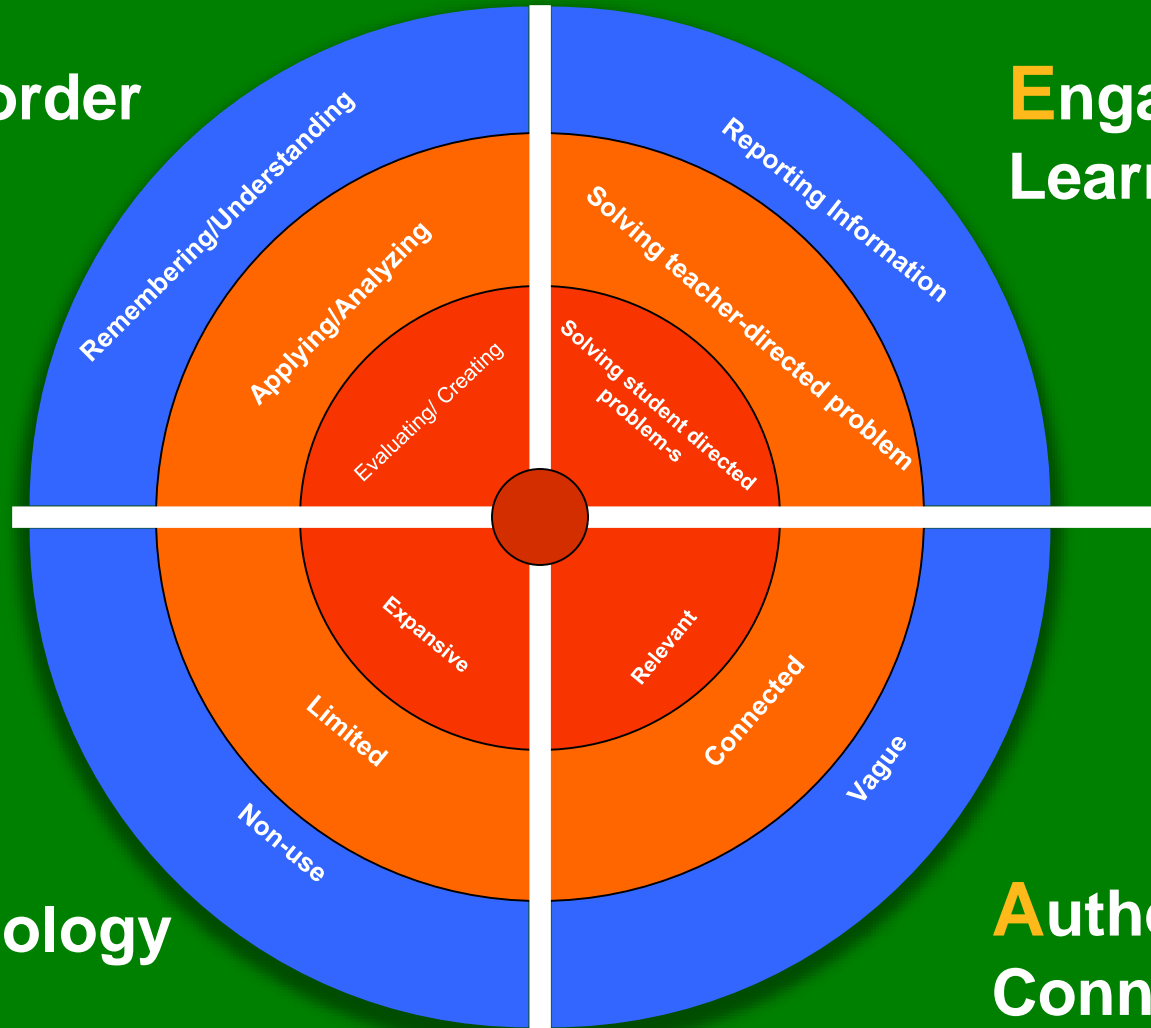
H.E.A.T.

Student Output

H.E.A.T. Framework

Higher order thinking

Engaged Learning



Technology Use

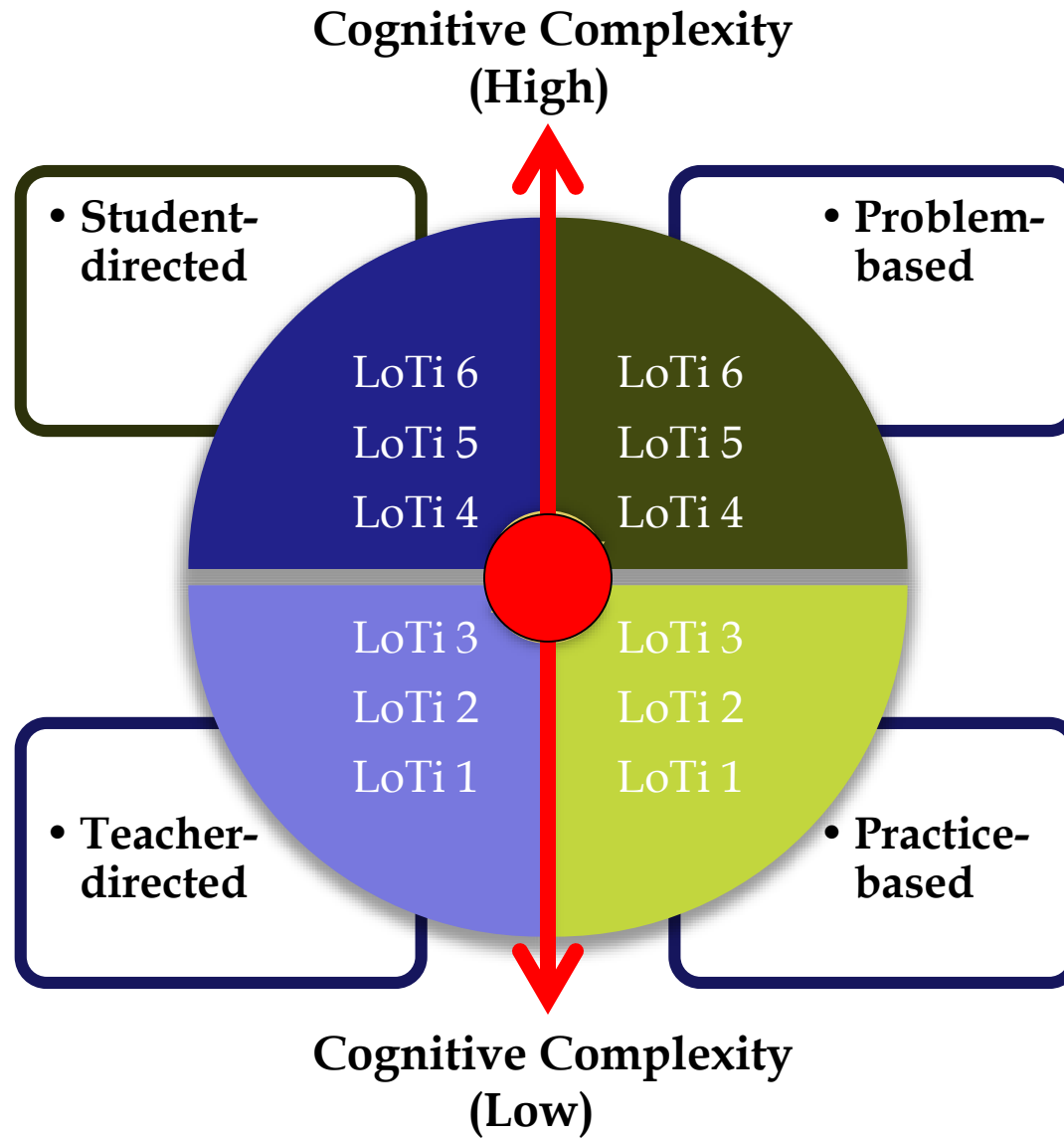
Authentic Connections

Teacher Input

LoTi



LoTi Framework

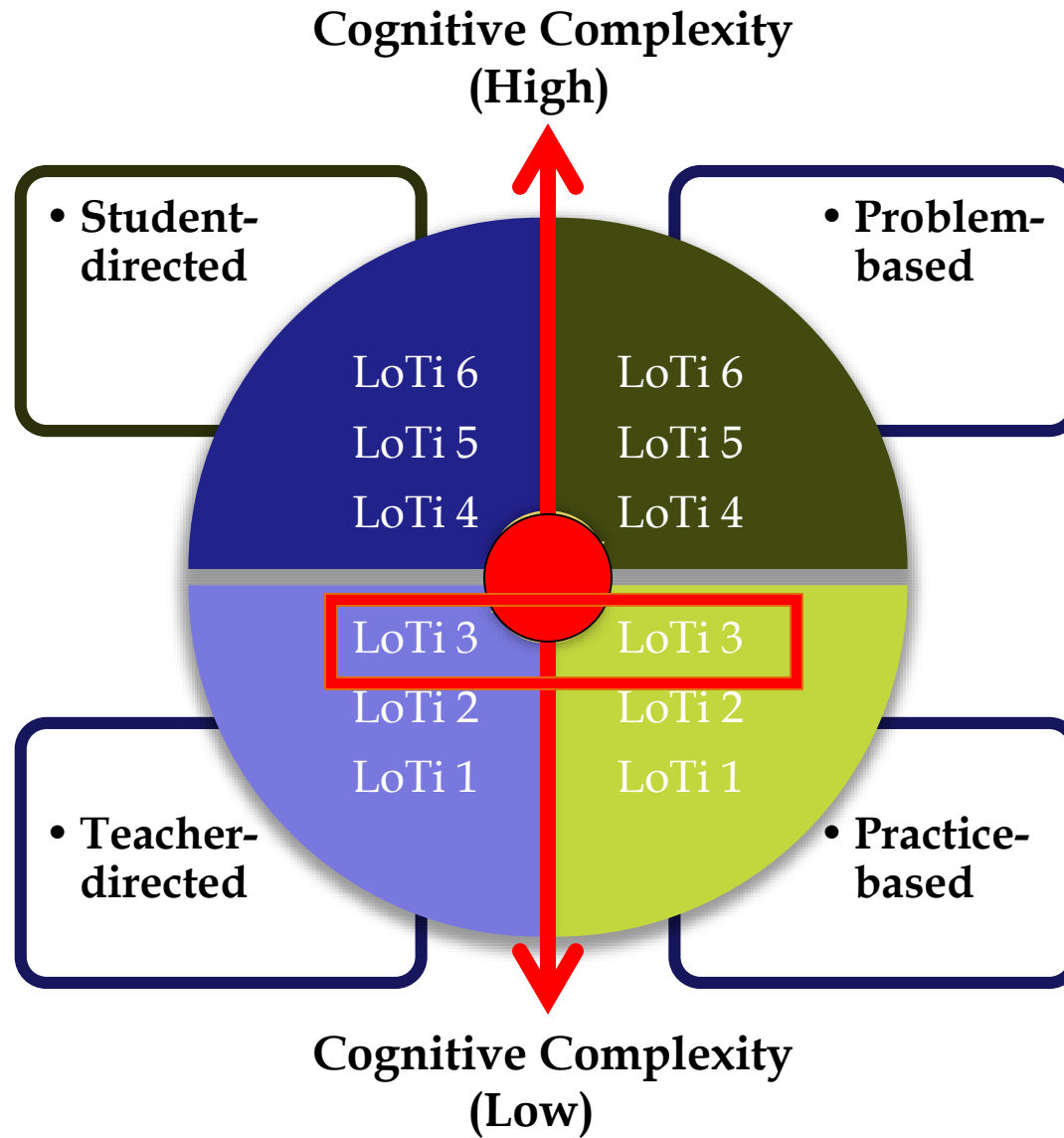




STAR[™]

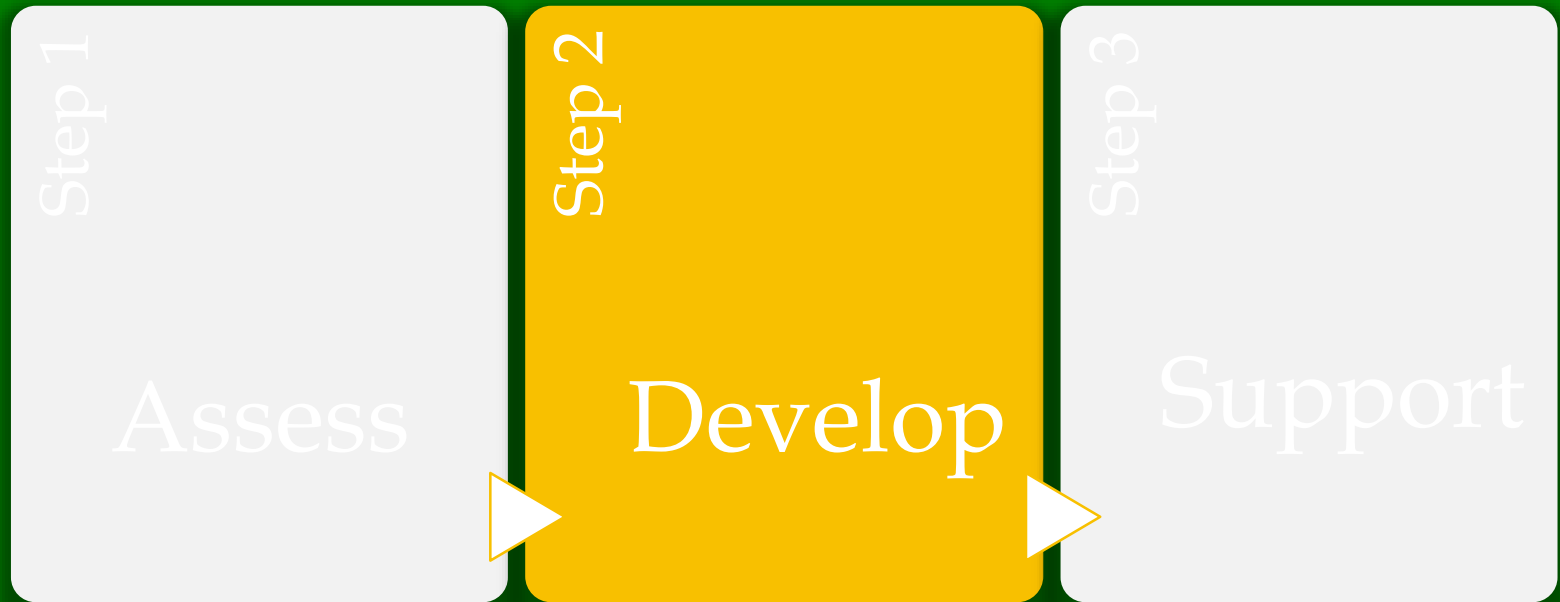
State of Texas
Assessments of
Academic Readiness

LoTi Framework & STAAR



Measures for Success

in 3 Simple Steps



ELPS Connection

Criteria

1. **Evidence of content and language proficiency objectives** including language structure and function.
2. Support for social and academic language is present through **learner interactions, social contexts, visual representation of text**, vocabulary, sentence structure, and **questioning**.
3. **Non-linguistic representation** is available through **graphic organizers, thinking maps, pictures, and visuals**.
4. **Collaboration** is integrated at all levels of instruction.
5. Opportunities are available for students to develop oral language, speaking, listening, reading, and writing skills commensurate with **individual proficiency**.
6. Instructional design and support for language proficiency is **differentiated** and includes learning strategies appropriate to language learners strategies.

SQPL - Science

- How many amoeba would you have to stack end-to-end to equal your height?




ELPS 2:

Social & Academic Language Questioning Strategies



Teacher
Questioning

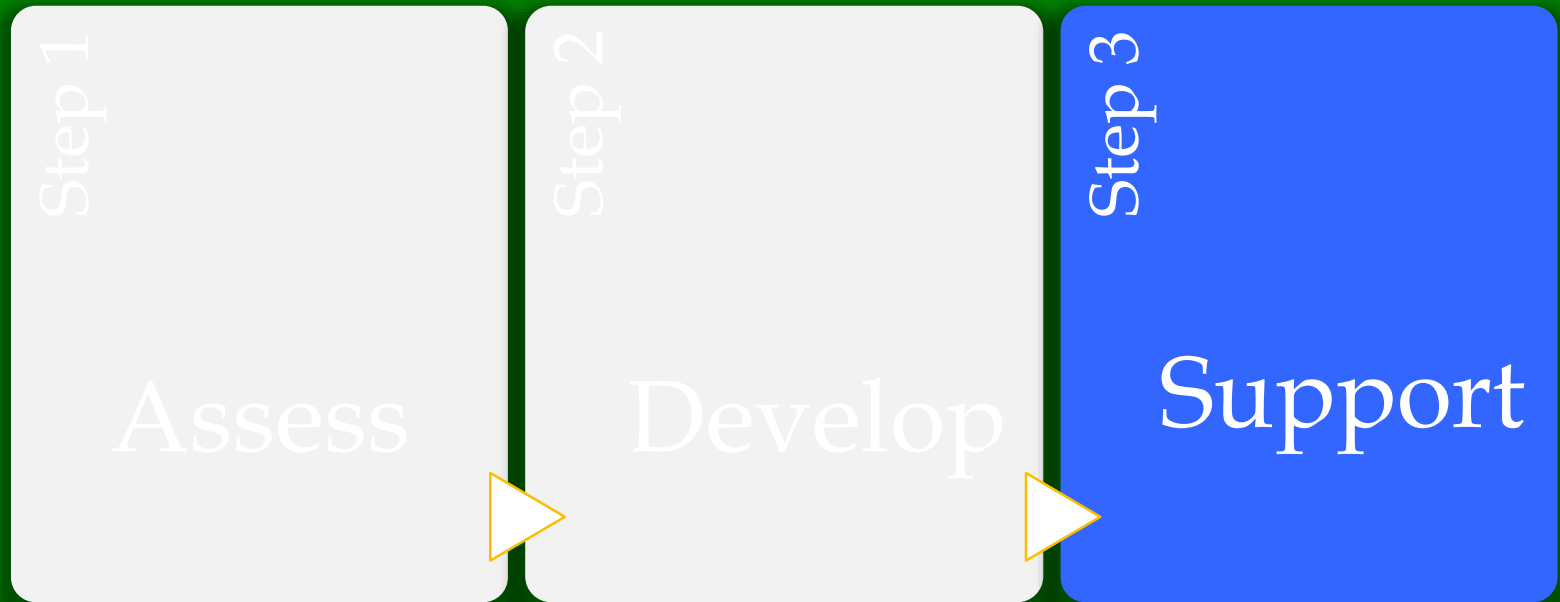
Student
Questioning

A photograph of a classroom. In the background, a teacher in a dark sweater sits in a chair, holding a book. A young child in an orange shirt stands nearby. The room is filled with educational materials, including a whiteboard on the right and various displays on the walls. In the foreground, a colorful rug with letters and numbers is visible, along with a child sitting on the floor. The text is overlaid on a white box with a yellow border in the center of the image.

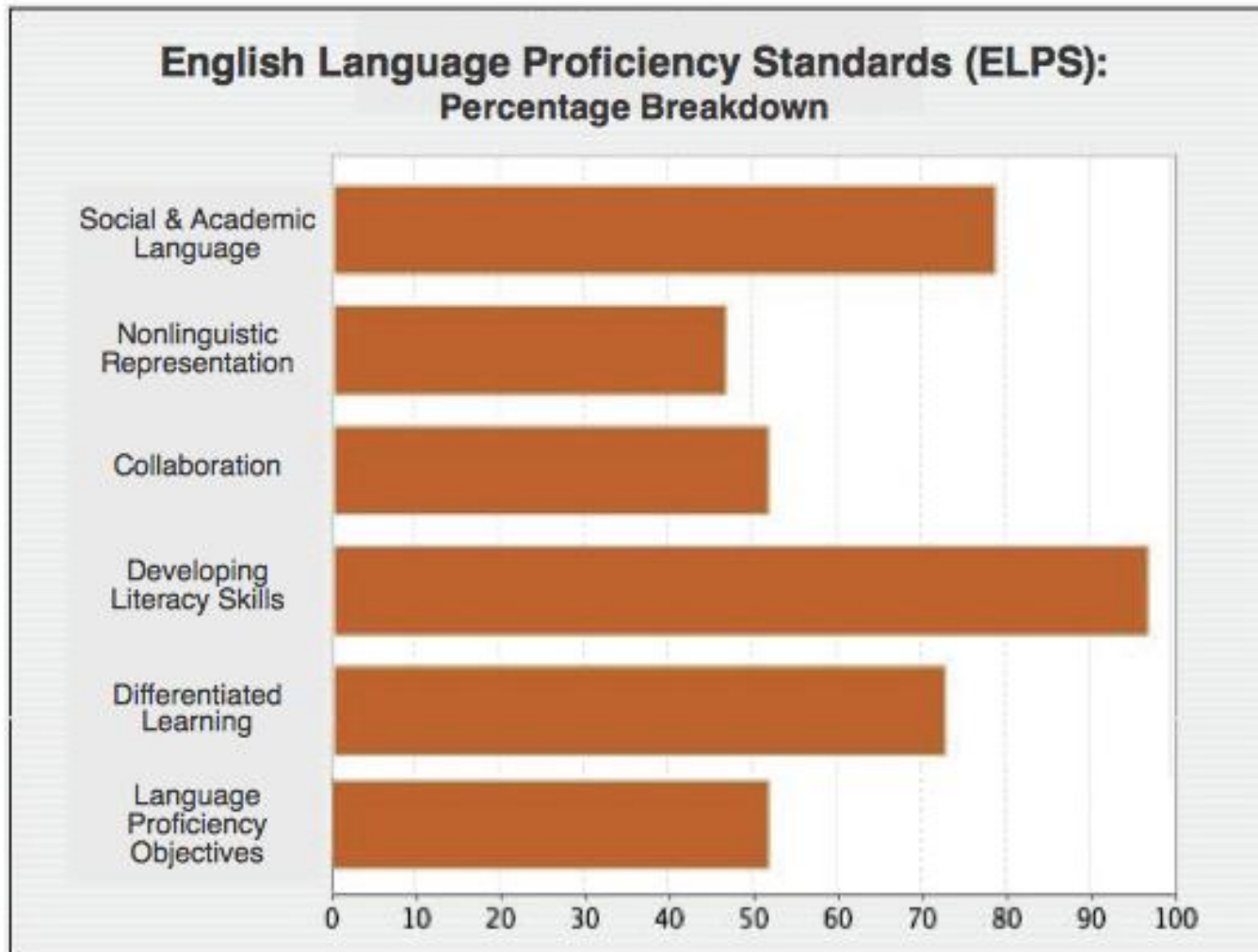
Should students be required to attend school six days per week in order to improve their learning progress?

Measures for Success

in 3 Simple Steps



ENGLISH LANGUAGE PROFICIENCY STANDARDS (ELPS)



For more detailed information about the English Language Proficiency Standards in your state, visit your State Department of Education website.



LoTi Digital Age Survey

Welcome Demo User!

LEVELS OF TEACHING INNOVATION



LoTi Level 3:
Infusion



Current Instructional Practices:
Intensity 5



Personal Computer Use:
Intensity 2

H.E.A.T. FRAMEWORK



*Students learning/
questioning at the
Analyzing level*



*Students collaborate to define
the task, the process, and/or the
solution*

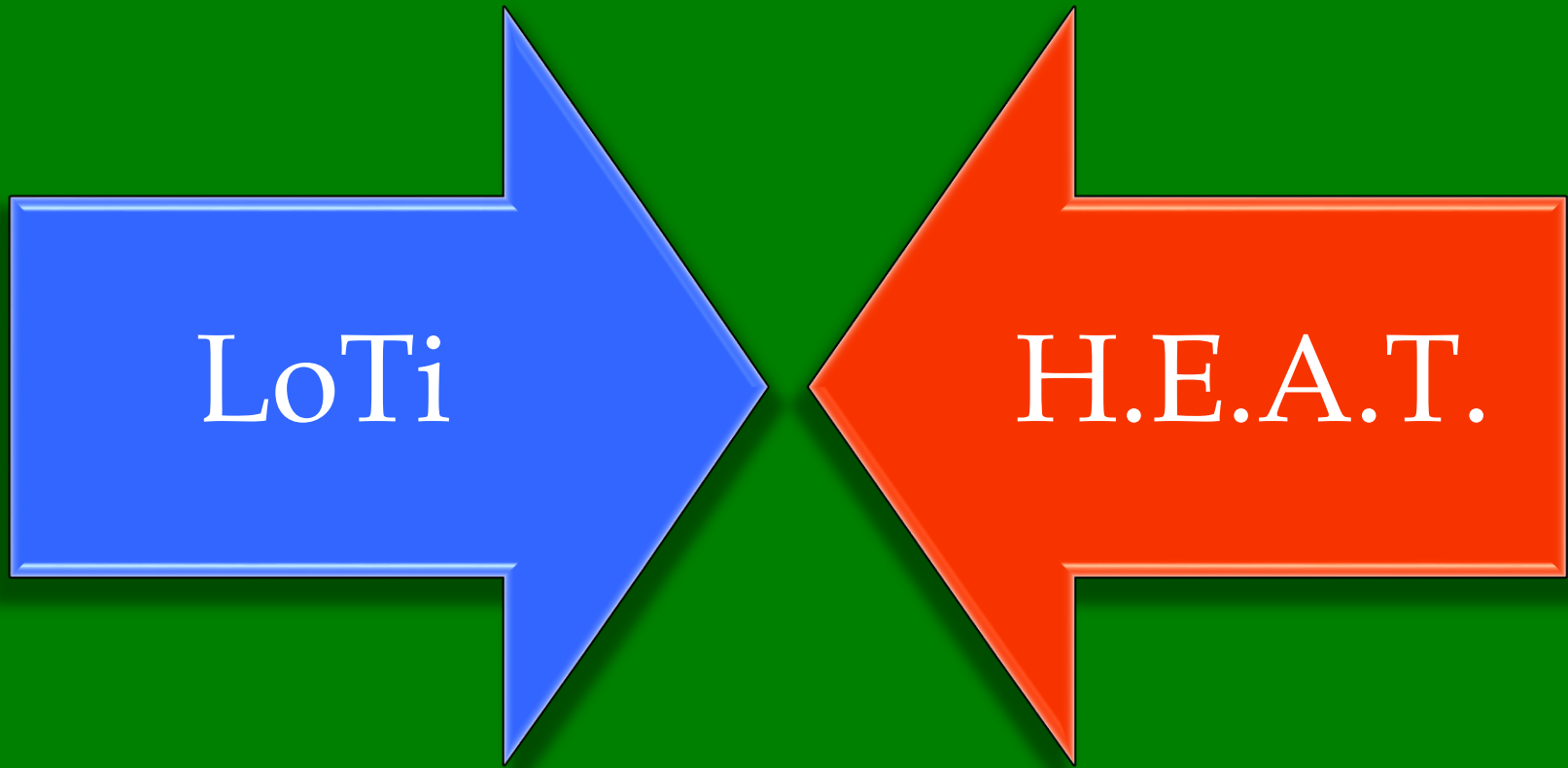


*The learning experience focuses
on students exploring/discussing
real-world content connections*



*Teacher leads whole group
learning with digital and/or
environmental resources*

Support: Reflection & Feedback



H.E.A.T. Camden Charter Individual Walkthrough Observation Report

Walkthrough Information

Date: 09/21/16 02:41 AM EDT

Observer: Chris Moersch chris@loticonnection.com

Chris Moersch

Name: chris@loticonnection.com Camden's Promise
Charter School

Notes:

HEAT Levels Observed

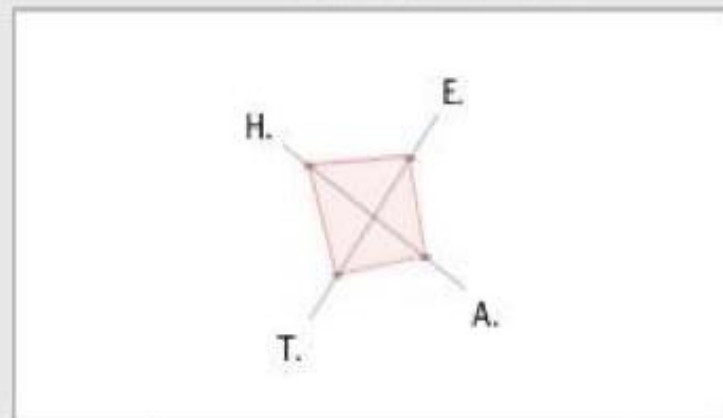
Higher-Order
Thinking: 5

Engaged Learning: 4

Authentic
Connections: 4

Technology Use: 4

HEAT Observation



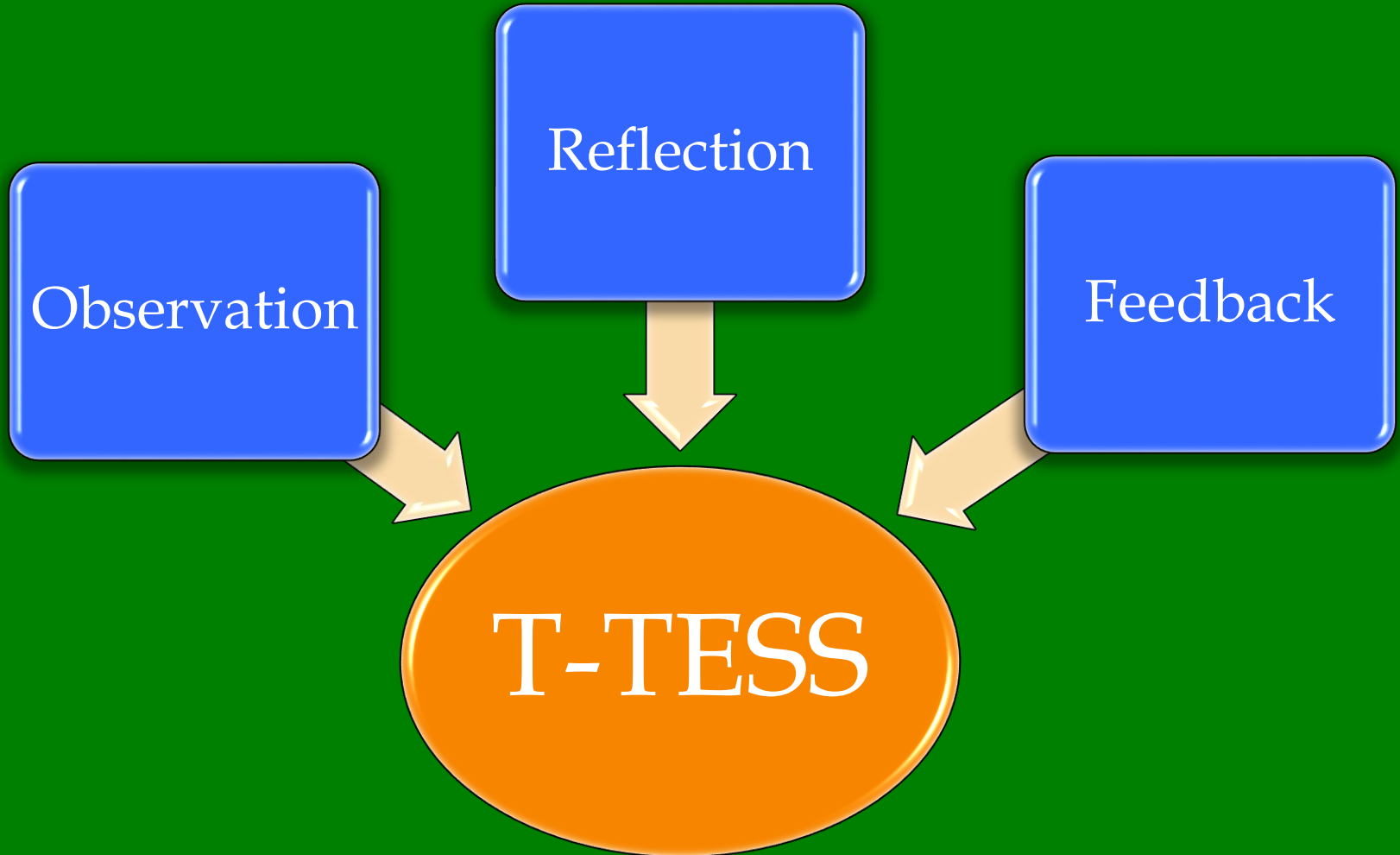
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LoTi Observation



09/21/16 11:41 PM EDT
Date of Walkthrough

Support: Leadership Development



LoTi Framework

T-TESS

Low



Level 0:	Nonuse	Improvement Needed
Level 1:	Awareness	Developing
Level 2:	Exploration	Developing

Impact



Level 3:	Infusion	Proficient
Level 4:	Integration	Accomplished
Level 5:	Expansion	Distinguished
Level 6:	Refinement	Distinguished

High



ESL Support Pillars Professional Learning & Offerings



Sessions for ELPS Support

Assessing Language Proficiency & Performance

Learn and apply specific strategies for both formal and informal assessment of content and language proficiency objectives using specific strategies such as Think-Pair-Squares, Performance-based Assessments, and Umpiring. *(ELPS Connection #1)*

Making Authentic Connections through Challenge-Based Learning

Learn and apply student-centered instructional models that engage students in collaboration and discussion for real world solutions. *(ELPS Connection #5)*

Digital Tools & Resources that Maximize Language Learning

Explore digital and environmental resources that extend beyond a computer and a keyboard. Strategies will emphasize nonlinguistic representation, graphic organizers, and thinking maps that support English Learners. *(ELPS Connection #3)*

Collaborative Learning Environments in ESL Classrooms

Distinguish between cooperative versus collaborative learning. Learn and apply collaborative learning environments that maximize student engagement and problem-solving. *(ELPS Connection #4)*

Personalizing Learning for Language Proficiency

Integrate both vertical and horizontal differentiation strategies into the classroom that support language learning and achievement. *(ELPS Connection #6)*

High Level Questioning for the English Learner

Learn and apply specific techniques such as Quescussions, Role-Playing, and Questioning Stems that encourage student generated questioning and discussion. *(ELPS Connection #2)*

Contact Us



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