



Minnesota English Learner Stakeholder Input Group (ELSIG)

October 9, 2017 – 12:30-3:30 p.m.

Stakeholders In Attendance: Samuel David, Matthew Berg-Wall, Mara Borges Gatewood, Rachel Brisbin, Amy Christianson, Linda Cummings, Suraya Driscoll, Margaret Fielder, Sarah Holty, Sarah Huseby, Aara Johnson, Bart Johnson, Stivaliss Licon-Gervich, Gretchen Lund, Katie Miller, Anna Newcombe, Sam Ouk, Dean Reasoner, Megan Reikowski, Miranda Schornack, Myrlene Schenck, Karla Stone, Andrea Wenker, Kasya Willhite, Amy Young, and Tyson Zitzow

Minnesota Department of Education (MDE) Staff In Attendance: Wendy Behrens, Michael Bowlus, Julie Chi, Dennis Duffy, Ursula Lentz, Eileen Nelson, Michelle Niska, Leigh Schleicher, and Elizabeth Watkins.

Welcome and Introductions: Ice Breaker; Discuss Purpose, Group Norms, and Housekeeping

Early Childhood – Eileen Nelson

Question: *Request from WIDA for discussion – What do you perceive as **priorities** for early childhood program leaders (principals/directors) to be able to know or do in order to lead programs for **emergent multilingual children**?* (Note from Eileen: Your district will also receive a survey with this question, but we wanted to be sure to capture your perspective.)

Summary of Responses:

Group 1: acknowledging cultural backgrounds, helping teachers and administrators understand the long-term commitment; need to support developing the first language at home; understanding the differences in educational systems; do not let the schedule drive instruction.

Group 2: Close the continuity gap between K-12 education; administrators need to understand language development; importance of home language oracy and literacy; use of home language to be encouraged; outreach challenges to parents; understand the social and political climate; equity work as part of supporting dual language development.

Group 3: Colleagues in early childhood licensure need to focus on early learning.

Group 4: learning cultural norms of the families we're serving; a lot of the same practices used for early childhood are best practice for English learners (ELs) (a lot of parallels); language development through play; creating balance.

Group 5: appropriate resources and personnel; interagency work and support; dual language and immersion; attention to smaller populations.

Group 6: transition from special education and EL programming; ensure we identify students who should be supported.

Group 7: increasing vocabulary; developing a culture of literacy and story-telling.

ELD Programming – Julie Chi and Ursula Lentz

Broken into four groups, each group shared via Google Document chart answers to four questions: 1) What program model(s) does your district/school implement?; 2) What need/purpose does the programming address (for example, moving long-term ELs toward proficiency, Students with limited or interrupted formal education (SLIFE), newcomer, incorporating ELs into mainstream)?; 3) What challenges do you see with implementing this program model (if any)?; and 4) How does your district evaluate the program model's effectiveness?

Parent Engagement Handbook – Michelle Niska

Michelle Niska is redeveloping the handbook for parent and family engagement and sought feedback from stakeholders on the handbook's content and utility. In six groups, participants reviewed and provided input on a section each from the handbook. Feedback was provided on paper and will inform revision of the handbook.

Wrap Up / Reminders

2017 EL Coordinator Meetings – Thursday, Oct. 26

2017 Fall Minnesota English Learner Education (MELEd) Conference – Oct. 27 – 28