

ELSIG: How can MDE help you lead in your district?

Of everything I heard, I think these ideas would be helpful to me:	However, what would really be helpful are the following ideas:
<ol style="list-style-type: none"> 1. Walkthroughs 2. Workshops/Cohorts 3. Learning Walks 	<ol style="list-style-type: none"> 1. Guest speakers on topics to give practical info, ideas, etc. 2. Conference with experts
<ol style="list-style-type: none"> 1. Training and PD for mainstream staff and admin 2. More awareness of the EL cohort and accountability 	<ol style="list-style-type: none"> 1. Focus on why the ACCESS test matters to schools 2. Resources for developing path to graduation <ol style="list-style-type: none"> a. My district wants it but feels tied to the credit check
<ol style="list-style-type: none"> 1. EL Coordinator job – Need training/cohort 2. Co-teaching <ol style="list-style-type: none"> a. how to implement @ middle level/high school b. Get the training and buy-in by admin c. For the teachers/admins(?) so they know what to expect 3. Workshops – availability outstate? 	<p>A document (list, etc) of where/which districts are doing really well with the resources they have (without adding anything that costs money).</p>
<ol style="list-style-type: none"> 1. Workshops/cohorts 2. Data analysis training (progress toward English Language Proficiency) 	<ol style="list-style-type: none"> 1. Pre-K support training 2. Guidance communicated to administrators about EL teacher: <ol style="list-style-type: none"> a. Student-teacher ratio – why we need more EL teachers
<ol style="list-style-type: none"> 1. Teach teachers how to quickly develop and teach language goals that are realistic for a given grade, set of individual learners (unique needs) and a set of subject/topic standards. 2. Give a prototype for a starting year with just a few plans/lesson/unit with both content and language goals with pre-lesson assessment. 3. Show the difference between ESL supported classroom/ELL outcomes and non-ESL supported ELL outcomes. 	
<p>Cohorts would be helpful specially when it comes to SPED and ELs.</p>	
<p>EL coordinator cohort – could this be an online opportunity for those outside the cities? It is really hard to get here for some of us!</p>	<ol style="list-style-type: none"> 1. Partnering more with universities to better support student teaching experience to learn more about ELs (content/classroom teachers) 2. Choose from a list to start – so much but what is one thing we could all do to start
<ol style="list-style-type: none"> 1. EL Coordinator cohorts <ol style="list-style-type: none"> a. Taking turns teaching modules and bringing each module back to our own district b. Leading workshops (individual or joint) for principals, teachers, para, Early Childhood, Elementary, secondary) 	

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<p>c. Leading Learning walks with each other before we can do so with Admin.</p>	
<ol style="list-style-type: none"> 1. More enforcement/audits 2. More training/messaging for superintendents, SPED Directors 3. More clear messaging on requirements for EL programming (minimum expectations) 4. More simple tools (1-pagers, flow charts) – less reports 5. Expectations for districts in terms of EL leadership and staffing 6. Official intra-district networks, attended by MDE staff (ELSIG for all!) 	<p>Enforcement of clear criteria and strong requirements.</p>

Think about the System wide Shifts Presented and these examples:

Which beliefs, policies, and practices influence practices in your school or district?	Where is change needed in Minnesota (at the school, district, and state level)?	Which priorities or principles will help you drive change in your system?
<p>The local climate (racism, sexism, homophobia, etc.) greatly influences our practices. It seems there are many beliefs around “dumbing-down” the content.</p>	<p>State – Needs to communicate to rural districts about needs and legalities around providing services to ELs and RAELs.</p>	
<ol style="list-style-type: none"> 1. Re-examine the funding model 2. State statute 3. Funding and distribution of funding 	<ol style="list-style-type: none"> 1. Training in mental health 2. Supporting all students: SLIFE, newcomers with formal education and transcripts, immigrants, etc. 3. Cultural responsive training does not qualify as being specific to cultural competency with refugee students with needs. 4. Specify which training is needed in order to meet student needs 	<ol style="list-style-type: none"> 1. (illegible) 2. Need more accountability 3. Equity helps, it’s critical 4. Language equity
<p>I feel all of the 7 priorities in MN influence practice in our district</p>	<p>It feels like MN is moving toward a model of EL instruction that emphasizes the role of the content/classroom in meeting the needs of ELs. I think we need to emphasize the level of expertise an EL teacher brings in terms of Second Language Acquisition (SLA), cultural proficiency and advocacy, and how that positively impacts the English language development of ELs.</p>	
<ol style="list-style-type: none"> 1. Asset-based 2. <u>All our kids</u> 3. Policies all follow statute 4. Practice don’t always align with beliefs 	<p>School – ESL teachers are seen as professionals with unique training to be utilized, ESL teachers as professional development resources, ELs as having gifts, talents, and dispositions that offer something to our entire community.</p> <p>District – Ownership for EL success by all.</p>	<p>Talk the talk – make sure I’m using asset-based, inclusive language.</p> <p>Walk the walk – always push the importance of supports for academic language.</p>

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	State – Making sure districts understand this is not an option. FUND ESL programs in a more equitable manner!	
<ol style="list-style-type: none"> 1. Don't take direct action 2. Do not make anyone angry by taking a stand. 3. Language first, then content. 4. ELs need to be fixed and one thing [(EL teacher or (illegible) program) can fix 	MDE provide more uniform support: <ul style="list-style-type: none"> • Standards alignment • Non-EL areas • Too much local control 	All teachers are teachers of ELs
<ol style="list-style-type: none"> 1. WIDA can-do descriptors seem similar with a little more detail 2. The system wide shifts seem more tangible rather than the 1st page 	<ol style="list-style-type: none"> 1. Have more guidelines (i.e. Procedure manual for ESSA) that the state can provide for minimum requirements. <ol style="list-style-type: none"> a. Gives districts more talking points b. Minimum bar requirements 2. MN principle #4 – what measure do we use for “appropriate preparation”. 3. Look at #3 and move more towards continuous improvement rather than “root causes” (puts too much blame). 	<ol style="list-style-type: none"> 1. NY #1 principle = all teachers are teachers of language and need to be prepared for educating ELs. 2. Moving from compliance to quality/excellence (what does this look like?)
	<ol style="list-style-type: none"> 1. A deeper understanding of second language acquisition. 2. Not enough resources (staff) or time. 3. More funding. 4. Culturally relevant materials. 5. Support restructuring curriculum that supports EL 6. Seeing EL students as an asset vs deficit 	Help provide opportunity for EL teachers and coordinators shift to more coaching for staff.
<ol style="list-style-type: none"> 1. Nonlinear L2 acquisition is understood by teachers. They are willing to/will do review or examination of perceived language expectations and student knowledge. Anytime any subject may require new vocab and need to be modified to (illegible) and taught to a full confidence usage. 	<ol style="list-style-type: none"> 1. More multimodal grammar implementation would help, especially at high school right now. With recent ESSA implementation. More subject areas recognize how sentence parts are (shown?) in academic text. 2. Although our teachers (in regular classes with EL training) are ready to do/teach 	

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<p>2. We use computer texts with some adaptation. Our district/school understands and all do practice responsibility of/for ELL's learning. They all dip into word level understanding and background as needed.</p>	<p>word understanding and situational usage, they (especially Math) could be more engaged with discovering, with students, the purposeful and patterned aspects of a subject matter's language applications, including multi-modal ways of framing grammar pieces.</p>	
<p>1. Not a lot of differentiation and co-teaching models. 2. Students learn the same and assessed the same way 3. Comps given at the end of each term with quizzes given consistently on Fridays.</p>	<p>1. The information about ELs is just as importance as others 2. How to utilize ELs and families in academics, school, learning 3. Community outreach</p>	<p>All students need to know grade level content</p>