



Director's Meeting 2023 Highlights

Reinvigorating the Field: Appreciate, Collaborate, Elevate

The Office of English Language Acquisition (OELA) promotes opportunities for biliteracy and multiliteracy for all students and improves educational outcomes and career opportunities for multilingual learners (MLs) by increasing family engagement and supporting a well-qualified teaching workforce. An essential component to OELA's support is the administration of the [National Professional Development](#) (NPD) grants.



"The National Professional Development program transformed my educational career almost 10 years ago when I was a bilingual pre-k teacher in Austin, Texas. I had the opportunity to receive my master's degree in Bilingual Education at the University of Texas at Austin, which was funded by an NPD grant. Proyecto Maestría at UT Austin provided quality university-based programs with an emphasis on bilingual education to over 100 teachers in 5 years. NPD grants have truly impacted the lives of many educators, students and parents throughout our country."

MONTSERRAT GARIBAY
The Office of English Language Acquisition



This resource showcases important themes that emerged when the NPD grantees came together to share their work at the OELA Director's Meeting:

- **Theme 1:** Family engagement is an essential component for any professional learning initiative aimed at improving outcomes for MLs
- **Theme 2:** Job-embedded forms of professional learning that leverage teacher voice and autonomy are more responsive and sustainable than more traditional forms of professional learning
- **Theme 3:** Assessments and evaluations of professional learning programs should be culturally responsive

These themes advance Secretary Cardona's vision to Raise the Bar: Lead the World by allowing attendees to share best practices and lessons learned to ensure MLs continue to achieve academic success.



Developing Teacher Expertise for Sustainability

Dr. Aida Walqui, WestEd

Robust and responsive professional learning results in:

- Instruction high in academic rigor and support
- Prioritization of quality interaction between educators and students, and among peers

Key Takeaways

- For MLs to be academically successful schools need to provide them with:
 - Academic rigor
 - High expectations
 - Quality interactions
- An ideal trajectory to develop [multilingual teacher expertise](#) that will promote these practices includes [innovative recruitment](#), [preservice preparation](#) with [a unified vision on how to work with multilingual learners](#), supportive [induction practices](#), [ongoing professional development](#)
- Ongoing professional development programs for teachers of MLs are most effective when undergirded by a [theory of language, of learning, and of learning in a second language to direct the work](#).
 - Effective professional development programs have a theory of action that outlines:
 - long, mid, and short term goals
 - support through cycles of continuous improvement
 - a design that reinforces internal accountability and builds external accountability
- Ongoing professional development often leans on the Train the Trainers models of dissemination but that model has its [challenges](#)
- Working with an apprenticeship model may ensure better sustainability in professional development
 1. Involves school staff and **administrators**
 2. Has teacher leaders participate and observe
 3. Includes four phases: Building the Base; Participation; Mentoring/Coaching; Appropriation
- To learn more check out this [OELA webinar](#)





Encouraging and Sustaining English Learner Family Engagement

Dr. Estella Almanza, The University at Colorado at Boulder – BUENO Center
& Ms. Nadia Garzón, University of Central Florida

The [BUENO Center](#) promotes and advocates for equitable education for **culturally and linguistically diverse (CLD)** learners, their families, and the educators who serve them. Their NPD project, English Learner Infused Training and Experience for Early and Primary Learning Educators (Project ELITE), support ELs' instruction and school/community engagement.. Engaging families is an essential component toward ensuring professional learning initiatives are sustained and responsive to the needs of linguistically and culturally diverse students.

Key Takeaways

- One successful partnership from Project ELITE is called [The Bilingual Village](#)
 - A physical and virtual network of schools and community partners that enables language learners to practice speaking their new language. Community partners are public businesses, organizations, agencies, individuals, and institutions that welcome and interact with second language learners
 - Able to continue during the pandemic via Zoom
- Another way to increase family engagement is to utilize family liaisons
 - The [NPD grantee](#) from the BUENO Center elevated the work of family outreach liaisons through targeted recruit and ongoing professional development for the family liaisons.
 - Professional development activities for the liaisons addressed cultural identities, high impact strategies, and standards for family engagement through activities like book studies
- BUNEO Center researchers found that distributed leadership at schools was essential for creating a welcoming environment for EL families, and:
 - Collaboration among all professionals in the school was key to define and foster the work on family engagement
 - Participants rated having the language and knowledge around best practices for EL education, such as teaching academic language, as the most beneficial parts of the professional development they received



To learn more the impact of this grant work check out this [video](#).





Authentic Assessment of Bilingual Student Learning in STEM

Eduardo Mosqueda; UC Santa Cruz; Jorge Solia UT San Antonio
& Marco Bravo, Santa Clara Univeristy

As educators and researchers evaluate student learning, there is a need to be sensitive to the linguistic measures that can impede our ability to assess bilingual student learning. It is important to have assessments that are in the students' native languages and to accept a mixture of languages in students' responses.

Key Takeaways

- When creating authentic assessments, educators and evaluators must look at linguistic complexity on test items
 - Syntactic Complexity
 - Lexical Complexity
 - Discursive Complexity
- Address and respond to complexities by:
 - Allowing native language when appropriate
 - Creating writing prompts
 - Tapping student interest
 - Identifying challenging language in text
 - Providing tools such as word banks and graphic organizers

THINK:
What features of
lexical complexity
do you see in this
item?

Directions. Decompose the
addends and add by place value.

$$3.65 + 2.13$$

$$3 + 2 = 5$$

$$0.6 + 0.1 = 0.7$$

$$0.03 + 0.06 = 0.09$$

$$5 + 0.7 + 0.009 = 5.79$$

It is not uncommon to have long complex phrases, participle modifiers, use of passive voice and overuse of modifiers in math items. This complexity prompts us to think- is this a math assessment or language assessment?

-Eduardao Mosqueda

MALLI WRITING ASSESSMENT RUBRIC (MWAS)

MATHEMATICS WRITING RUBRIC

SCORE	MATH REASONING	MATH COMPUTATION	MATH VOCABULARY	MATH LITERACY
4	The reasoning shows well-organized and clear logic for explaining and justifying the correct solution The reasoning shows understanding of mathematical concepts and operations	Mathematical procedures (addition, subtraction, multiplication, and division) are carried out accurately and efficiently Problem solving strategies use concepts and procedures appropriately	Uses various tier 3 (e.g., vertices, associative property, includes units) and tier 2 (e.g., digit, quotient, variable) words with precision and accuracy to describe reasoning and computation	Visual literacies (e.g., graph, number line) utilized appropriately to represent mathematical reasoning to enhance understanding
3	The reasoning shows logic for explaining and justifying the solution The reasoning shows understanding of mathematical concepts and operations to solve problem	Mathematical procedures (addition, subtraction, multiplication, and division) are carried out accurately Problem solving strategies use concepts and procedures appropriately	Uses various tier 3 (e.g., vertices, associative property, includes units) and tier 2 (e.g., digit, quotient, variable) words with precision and accuracy to describe reasoning and computation	Visual literacy (e.g., graph, number line) utilized appropriately to represent mathematical computation
2	The reasoning partially shows some logic for explaining or justifying the solution OR The reasoning shows understanding of mathematical concepts or operations so solve problem	Mathematical procedures may be inaccurate Problem solving strategies uses concepts and procedures are not appropriate	Uses various tier 3 (e.g., vertices, associative property, includes units) and tier 2 (e.g., digit, quotient, variable and computation) May use words inaccurately	Visual literacy (e.g., graph, number line) utilized appropriately to represent mathematical computation but incomplete or utilized erroneously
1	No reasoning included does not explain the solution The reasoning does not show understanding of mathematical concepts or operations to solve problem	No computation is included, OR mostly relevant computation is included	Uses everyday vocabulary instead of math vocabulary	Visual literacy (e.g., graph, number line) NOT utilized to represent mathematical computation

- Rubrics should measure both the content and language skills necessary to successfully participate in grade level instruction



OELA Highlights

Montserrat Garibay, Assistant Deputy Secretary,
Director of the Office of English Language Acquisition

Key Takeaways

1. [Family engagement](#) is essential for the success of multilingual learners. Assistant Deputy Secretary Garibay's own educational journey as a student new to English was made possible with two-way communication with her school and her family.
2. OELA is excited to support Secretary Cardona's [Raise the Bar](#) initiative.
3. New data about the English learners are published in the latest [biennial report](#).
 - For example, the overall level of Federal funding for Title III increased by 7% from school year (SY) 2018–19 (\$677,353,090) to SY 2019–20 (\$723,620,590).
 - SY 2019–20 also reflected growth in the average State educational agency (SEA) allocation, increasing by \$889,760 from the previous SY.



	SY 2018–19		SY 2019–20	
	Amount	SEA	Amount	SEA
Maximum SEA Allocation	\$ 150,624,531	California	\$ 143,884,023	California
Minimum SEA Allocation	\$500,000	Montana, Vermont, Wyoming	\$500,000	Montana, Vermont, Wyoming
Average Allocation	\$13,026,021		\$13,026,021	

NOTES: Vermont, Wyoming, and Montana received the minimum guaranteed allocation of \$500,000 (ESEA section 3111 [c][2][B]). Puerto Rico's data is included in this exhibit.

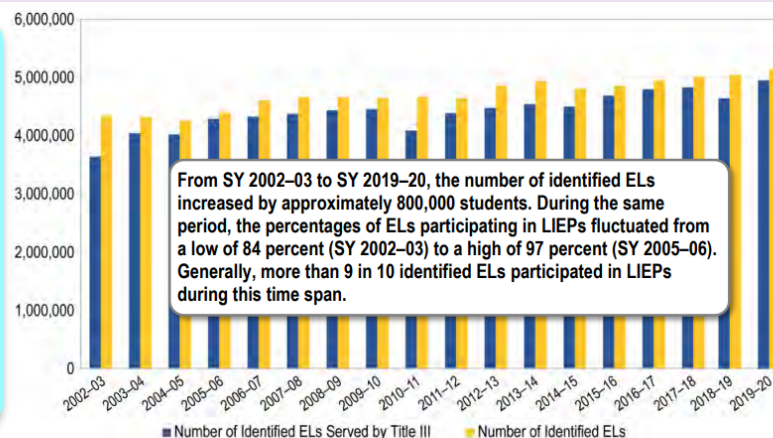
SOURCES: U.S. Department of Education, *State Funding History Tables FY 1980–FY 2019*.

<https://www2.ed.gov/about/overview/budget/history/index.html>; U.S. Department of Education, *Fiscal Years 2020–2022 State Tables for the Department of Education*. <https://www2.ed.gov/about/overview/budget/statetables/index.html>

Maximum,
Minimum, and
Average Title
III Allocations
of State
Educational
Agencies: School
Years 2018–19
and 2019–20

- SEAs identified a total of 5,115,887 ELs in SY 2019–20. In SY 2019–20, the number of identified ELs increased by 1.82% from SY 2018–19.

Total Number of Identified English Learners and Number of Identified English Learners Who Participated in Language Instruction Educational Programs Provided by Local Educational Agencies Receiving Title III Subgrants: School Years 2002–03 Through 2019–20



NOTE: To maintain consistency with previously published biennial reports that contain this longitudinal data display, Puerto Rico's number of identified ELs is included in the exhibit above.

SOURCES: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020. U.S. Department of Education, *ED Data Express SY 2019–20*. Retrieved December 2021. U.S. Department of Education, *The Biennial Report to Congress on the Implementation of Title III State Formula Grant Program: School Years 2016–2018*.

- Spanish, Arabic, Chinese, and Vietnamese were in the top 5 most commonly spoken languages by ELs in both SY 2018–19 and 2019–20.

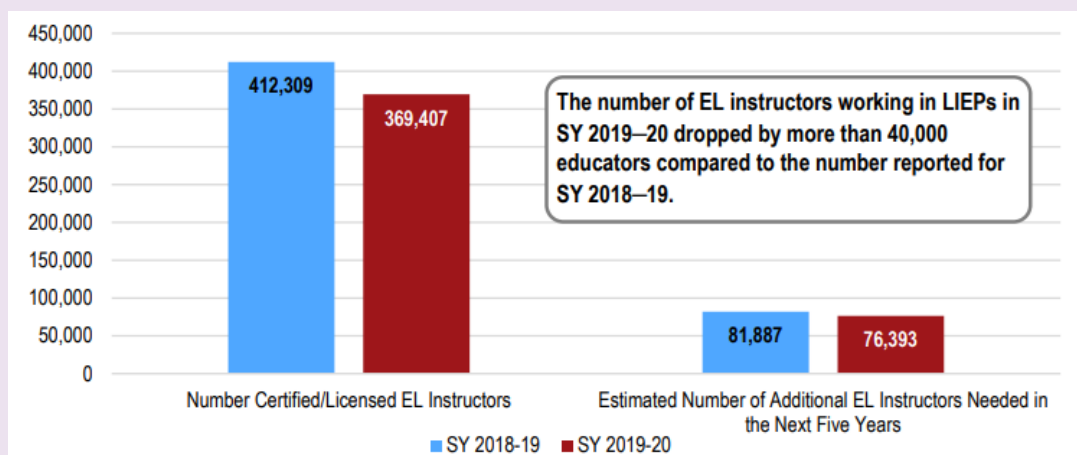
Top Five Languages Spoken by All Identified English Learners: School Years 2018–19 and 2019–20

SY 2018–19			SY 2019–20		
Language	Number	% All ELs	Language	Number	% All ELs
Spanish; Castilian	3,777,926	75.2%	Spanish; Castilian	3,872,153	75.7%
Arabic	135,870	2.7%	Arabic	131,554	2.6%
Chinese	102,834	2.0%	Chinese	100,085	2.0%
Vietnamese	76,517	1.5%	Vietnamese	75,558	1.5%
Somali	40,115	0.8%	Portuguese	44,771	0.9%

NOTE: Percentages are rounded to the nearest tenth.

SOURCES: U.S. Department of Education, *EDFacts SY 2018–19*. Retrieved April 2020. U.S. Department of Education, *EDFacts SY 2019–20*. Retrieved March 2021.

- Nationwide the ratio of ELs in LIEPs to EL instructors increased from 11:1 in SY 2018–19 to 13:1 in SY 2019–20.



- OELA has many [resources](#) to promote [multilingualism](#) and [family engagement](#)

