



Community Unit School District 308

SERVING ALL OR PARTS OF THE COMMUNITIES OF
AURORA, JOLIET, MONTGOMERY, OSWEGO, PLAINFIELD, AND YORKVILLE

English Learners Task Force

REVISED MINUTES

Oswego East High School
Community Room

1525 Harvey Road, Oswego, IL 60543

Tuesday, September 29, 2015

5:07 – 6:55 p.m.

I. Welcome

Meeting was called to order at 5:07 p.m. by Theresa Ulrich who then turned the meeting over to Board Member Jared Ploger.

Members in Attendance:

Kijuana Boulrege, Dominick Cirone, Tina Gonzalez, Kendra Greene, Cristina Hernandez, Stacey Hospes, Jim Martin, Jamie Max, Dr. Judith Minor, Toni Morgan, Maryam Osuch, Andrea Praught, Eulalia Valdez.

Theresa Ulrich, Director of English Learners and Co-Chair

Board Members: Dr. Michael McDowell and Jared Ploger

Members Absent:

Dr. John Sparlin, Dr. Lisa Smith, Samantha Blaszyński, Maureen Lemon, Cate Lightfoot, Ali Swanson

Guests:

Laura McAran, Andy Ochs,

Recording Secretary: Bernadette DuSell

II. Approval of Minutes from September 8, 2015

A motion was made by Kendra Greene and seconded to approve the September 8, 2015 minutes as presented. Minutes were unanimously approved by the committee.

III. Review of Norms

The Norms that were established and agreed upon by the task force at the August 19, 2015 meeting were posted at this evening's meeting. The EL Task Force Norms that the committee agreed to are: Ask questions; Engage fully; Integrate new information; Open your mind to diverse views; Utilize what you learn.

Be respectful of committee time; Honor committee members' time; Start and end on time; Regular check-in so everyone's voice is heard; and Soft on people / Hard on the issues.

Mrs. Ulrich spoke about the two documents that were provided to the members this evening (i.e., The Seal of Biliteracy pamphlet and the abbreviated version of the English Learner Program Handbook.) These were prepared because some of the data requests that came through since the last meeting are addressed in these new handouts. Some of the requests overlap each other so Mrs. Ulrich worked on organizing this in the handbook instead of preparing multiple documents for the individual requests. Some of the information is in abbreviated form. This is a collaborative working document made up of 12 – 13 members that are still interested in working on this. This is on the intranet and is being updated constantly and won't be printed out each time it's updated. Teachers can always access the most up-to-date version on the intranet at any time.

A member asked if any DL teachers are working on this document or how were these members chosen. Mrs. Ulrich indicated the invitation was sent out Fall, 2014, and open district wide. Mrs. Ulrich did not receive any volunteers from DL teachers. The opportunity was given to everybody.

Member asked who drafted this Seal of Biliteracy? Mrs. Ulrich indicated an internal team from the high schools, including department chairs, and world language teachers, did the research of what the state requires and developed procedures and worked with Mrs. Ulrich to draft this. Nothing has been submitted to the state at this point. It's a sample of what a pamphlet could look like. If our team decides this is the direction we want to move forward with, we will translate and share. Some of this information was pulled from the Seal of Biliteracy website complete with the errors.

Mrs. Ulrich is doing some of the research as well as working with Dr. Dixon to pull together information regarding some of the other requests. We want to make sure we are giving you the most accurate information.

IV. Approximately 45 minute team reconnect

At approximately 5:30, the members moved into their subcommittees. The focus of this is to discuss your responses to your three guiding, essential questions to share out when we come back together as the larger group.

The titles of the subcommittees with their members are:

EL Family and Community Outreach (Subcommittee members: Andrea Praught, Dr. Minor, Ryan Anderson, Stacy Hospes, Stacy Bittner)

Quality Professional Development for EL Teachers (Subcommittee members: Cristina Hernandez, Jim Martin, Kendra Greene, Jared Ploger)

Models of EL Expansion - Curriculum/Instruction/Assessment – to include Seal of Biliteracy (Subcommittee members: Toni Morgan, Jamie Max, Samantha Blaszyński, Kijuana Boulreice, Cate Lightfoot, and Tina Gonzalez.)

EL Program Structure, Logistics, Support and Costs (Subcommittee members: Maryam Osuch, Dr. Lisa Smith, Dominick Cirone, Ali Swanson and Eulalia Valdez)

V. Report out from each focus team

Mr. Ploger said there is a lot of good work, discussion going on. Let each group share out their thoughts for approximately 5 minutes.

At approximately 6:30, the members came back together as our larger group.

If you have a question about something you heard from another group, write it on a post-it and put it on their ‘parking lot.’

Group No. 1 EL Family and Community Outreach –Stacey reached out to six other districts and asked ‘how do you get your EL parents involved in their children’s education?’ They have a very strong BPAC and multiple means of communication. Have a special section with calendar in Spanish on website; Facebook – Spanish (dedicated to EL parents); Phone blast in Spanish; BPAC brochure handed out during conferences. Teachers staple notes inside student work, call parents, journal. Consistent across system with PLCs. Explain how to get library card, homework, GED, technology, parenting, ESL classes, citizenship classes. Have consistent supportive administrators. ESP bilingual support in office/registration. Instructional video to discuss programs in EL (Spanish). Field trips with the parents/families. EL picnic for all with student project share.

Members reiterated needing to empower the parents and empower the teachers. Explain what their child’s day would look like so parents can feel good about the bilingual options they are given. Need bilingual person in registration office.

Their findings:

1. Focus on Spanish speakers
2. Strong BPAC with access to parent contact
3. Empower teachers to help with process of outreach in a timely manner to increase dissemination
4. Translation personnel needed.

Great Source: Coloring Colorado

Group No. 2 Quality Professional Development for EL Teachers

Our group focused on two overlying areas: PLCs and more professional development. We can encompass all under these two groups. Need consistency for administration as well as the teachers.

We need vertical articulation and time to expand outside of our district as there are experts outside of our district that we can bring in. Now that technology has

improved we can face time in real time. We can do this in a better way. There needs to be admin PD time also. Need joint PLC time. Need to not 'put people on an island.' Need to open up those connections. Plank is the only junior high with an EL program. We need mentoring program that's consistent for admin and teachers so we have that 'go to' person (ELL to ELL in common) who understands what you are going through and resource information they can access as well.

How do we make sure we aren't leaving teachers on an island as we look at these models? What is best to reach out and look past our school and past our community when it comes to these PLCs? We need to be aware of that as we look at these models. Concern was expressed for retention of quality teachers and admin. We believe we can retain.

Group No. 3 Models of EL Expansion

In order to achieve a high level of literacy we need to align our Spanish language arts. We need to be clear what students need to learn. PPSST needs to be aligned with Spanish language arts standards. If students are learning vowels in kindergarten, it should be that way across the board. Teachers need to know what they need to teach and parents need to know how they should support what we teach. After ninth grade the DL model is the best way to address the state standards for earning the seal of biliteracy for reaching our goal of 24 in our district. 80/20 and 90/10 out performs the 50/50 model according to key authors. Segregation leads to lower achievement, social distance, and discrimination. Two-way model students are more respectful. Data proves integration raises achievement. There needs to be more support for the Spanish speaking in third grade as they go into a content rich environment. Clarity of how things will go in the future because science standards are changing so quickly.

What test should we use to test our students? Terra Nova was used in the past. Do we test oral language; reading and writing? Ask for teachers input.

Group No. 4 EL Program Structure, Logistics, Support and Cost

Locations – we need more info to determine how/where we are going to place programs. If we move forward with sheltered instruction as an option that it accounts for both. Content learning (4 core course areas), ensure language development is linked to it. At the secondary level, ESL content based instruction would basically be content learning and language development. We discussed that BRO, BH, FC, LC and LB have high concentrations of Spanish speaking.

At junior high level their assumption is that the program would be at all schools. Sheltered instruction probably doesn't have a population to support at all schools.

We need to discuss. TPI and TBE - We have multiple programs going right now. Do you want our task to be to narrow it down to one language model and if so what is your preference? We need to know from the group before we can move on.

50% native Spanish speaking/50% English speaking students, but with some flexibility, should be the ideal. Next year we will be having Kdg. and 1st grade transitioning into the dual language learning model. We discussed where those

classes need to be but we need more information on that. We don't have the exact percentages. TBE referring to DL program. The developmental program as well as transitional program of instruction.

If students are coming into the program at Kdg, 1st or 2nd grade, the allocation is not quite 50/50 but it's pretty close. It's more on the Spanish side.

Our allocation is more on the Spanish side/ less on the English side. If they are coming into our program at this level, they will receive native language instruction regardless of which program they go into.

We don't want to restrict the students in the upper grades. The two program models that will continue with native language instruction will be dual language and DBE. It's just a matter of which population of students do we want. A newcomer without any English language, the TBE would not be an appropriate placement if our goal is to ensure that there is actual instruction versus support. That leaves us with two models if the goal of this group is to provide native language instruction to our students meaning the dual language program and the DBE or developmental program. That's the question we still have for our group.

What are the allocations right now?

At this point Mrs. Ulrich asked the group to post their questions on the parking lots.

VI. Initial Analysis (chunking of like questions/comments) (We did not get to this item.)

VII. Next meeting: October 22

VIII. Public Comment

There was no public comment this evening.

IX. Adjourn

A motion was made by Toni Morgan and seconded to adjourn the meeting at 6:55 p.m.

The next Task Force meeting will be held on Thursday, October 22, 2015, OEHS Community Room, from 5 – 7 p.m.

Additional meeting dates include:

Thursday, November 12*, 2015 (*we are NOT having a meeting on Nov. 5)

Monday, November 30, 2015