



## Department of English Language Development (ELD) Quarter 2 Newsletter (2022-2023 SY)

District Staff,

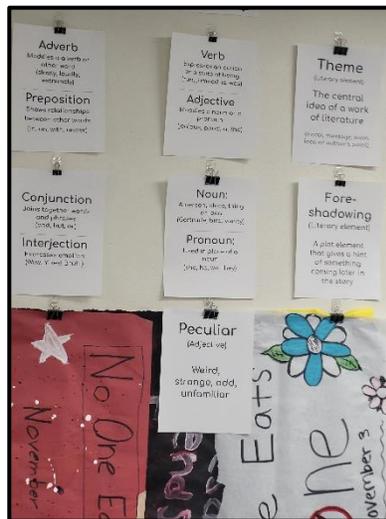
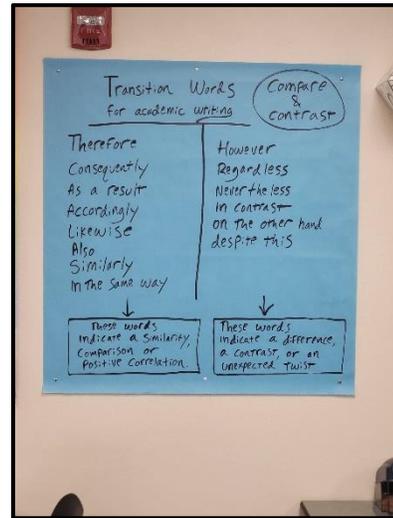
Hello – I hope this newsletter finds you well. On November 9<sup>th</sup>, I shared some thoughts regarding ELD with the high school staff, and then followed up that time with an email to both the high school and middle school. I feel as if the message is important enough that I would like to share some of it here with everyone:

1. **Here is what I shared to the GHS/GMS Staff:** *Everyone is an ELD teacher. ELD via Science. ELD via Math. ELD via Language Arts. Yes, we have an intensive plan at GES to reduce the number of ELLs at GMS/GHS in time, but the fruits of that process will lag – it will take a few years for that change to impact the upper levels. Until then, we recognize that: (a) our secondary ELs are dependent on us to help them with the language supports they need to equitably access your content; and (b) the little activity we did should have reinforced to everyone that something as simple as providing a vocab list and a Word Wall in your room can make a HUGE difference; SIOP, GLAD, and EL Achieve training may/may not come to you in time, but a change that small can actually make a notably measurable difference in a short period of time. Another training-free change? They need “miles on the tongue.” If our ELs do not have copious amounts of time to use the academic language they’re learning, we’re slowing down their growth. Try that 10-2 idea (from my PPG email): for every 10-min you talk, consider giving your ELLs at least 2 minutes to talk about it. Just getting them talking will move the needle, and as I’ve said before, so go our ELs, so go all of us. If you’re not doing these two things already, please consider making these small changes: (a) increase the academic talk-time of your ELs in class, focusing on the use of full sentences, proper syntax, and using content-specific vocabulary; and (b) giving your ELs a vocabulary reference sheet (ideally with graphics) and/or having an updated “Word Wall” (see examples on the next page) in your room for them to see during class.*

2. **Here is what I shared to the GHS/GMS Staff:** Feedback. I shared the same in the Quarter 2 Special Education Newsletter, so please reference that for more context, but the same idea applies to our ELLs as it does our students with disabilities: *if you take the time to get them regular, timely, targeted feedback, their engagement, growth, and achievement will improve.*

3. Over the last several weeks, we have been working hard to identify a Newcomer support plan for the district. This has included several phone calls and emails to everyone from neighboring districts up to ODE. Comforting or not, please know that very few people know what they’re doing in this space. For example, when I asked ODE for support on how to translate Newcomer transcripts so we can build them schedules commensurate with their past experiences, I was placed on a committee (no good deed goes unpunished) to begin building a solution that meets this need because it does not currently exist. To me, it seems crazy that the state’s position to-date has been for districts to just translate those documents internally, to the best of their abilities, but that is the case, and it only highlights that we, along with everyone else, is building the ship after it has already set sail. Here is how GSD intends on supporting our Newcomer Students, grades 4<sup>th</sup>-12<sup>th</sup>:

- a. Time on Rosetta Stone. Each Newcomer will get their own license.
- b. Time on Khan Academy. Free access with significant language support in Spanish and limited language support in Russian/Ukrainian.
- c. [Spf.io](#): real-time interpretation to their Chromebooks.
- d. Wireless Microphones for teachers to wear; will help ensure Spf.io is interpreting whole-class instruction only from the teacher and not picking up audio from other sources (i.e., nearby peers).
- e. [PocketTalk](#). Newcomers may use these throughout the day (in both academic and social settings).
- f. Purchasing Free Read/Drop-Everything-And-Read books in their native languages.
- g. Exploring an independent study course (0.5 credits) at GHS for a Newcomer “Peer Tutor” support.
- h. ELL Newcomer Link of the student portal page of each school’s site where we post ELD learning resources, videos, links, etc. Available to students at school and at home.



Additional Suggestions for ELL Support:

- Are you requiring full-sentence answers during class?
- Are students frequently engaged in groupwork or paired work?
- How often are students asked to read and explain the instructions?
- How frequently do you ask open-ended questions?
- What is the ratio of teacher-talk vs. student-talk in class?
- Are you frequently providing sentence frames and sentence stems in your content?

The first five people to email me feedback (positive or constructive, both are equally welcomed) about ELD in GSD using this sentence frame (“ \_\_\_ have \_\_\_\_, however, \_\_\_ have \_\_\_”) will earn a \$5 Starbucks gift card.