English Learners (EL) Collaborative

The English Learners (EL) collaborative constitutes the only national, sustained forum among state education agencies, researchers, and policy experts on issues of standards, assessment, and accountability for English learners. The EL collaborative explores issues of policy implementation, particularly focusing on college- and career-ready academic standards and state English Language Proficiency (ELP) standards, their aligned assessment and accountability systems, and state policies that affect instruction, curriculum, professional supports and leadership for ELs.

The EL Collaborative offers three in-person meetings that are supplemented by online meetings and webinars that sustain and extend the learning and work. State members who join the EL Collaborative include Title III directors and key state staff who are responsible for providing services to English learners.

2017-2018 Achievements:

In the 2017-2018 program year, EL met with a series of national experts and engaged with other CCSSO groups in cross-collaborative work. Examples include the following:

- Published the report *Understanding and Supporting the Educational Needs of Recently Arrived Immigrant English Learner Students: Lessons for State and Local Education Agencies*, a result of a state collaborative research study on state policy and local support for recently arrived immigrant English learners (RAIELs) in collaboration with experts from the University of Oregon and the Migration Policy Institute.
- Tested and provided feedback on the *English language proficiency accountability dashboard tool*. This freely available tool will allow Title III and other EL specialists to examine their state data closely. In collaboration with Pete Goldshmidt (California State University), Rachel Slama (AIR), and Michael Lee (AIR). An updated version of the tool will be available in 2018.
- Provided feedback throughout research projects being completed addressing the impact of changing immigration policies on public education. The work will include information on revised policies on enrollment and contact information, teacher & administrator training, finding educator collectives and outreach opportunities to other community groups and resources. In collaboration with Rebecca Lowenhaupt (Lynch School of Education at Boston College) and Delia Pompa (Migration Policy Institute).
- Created the *CCSSO English Learners with Disabilities Guide* to address local policy and practice addressing needs of English learners with disabilities, in collaboration with Soyoun Park, University of Texas, and Martha Martinez, Sobrato Foundation.

**Guest Speakers:**
- Diane August, *Managing Researcher, American Institute for Research (AIR)*
- Pete Goldscheidt, *Professor, California State University, Northridge*
- Delia Pompa, *Senior Fellow, Migration Policy Institute*
- Martha Thurlow, *Director, National Center on Education Outcomes (NCEO), University of Minnesota*
Supreet Anand, Deputy Director, Office of English Language Acquisition, U.S. Department of Education

Cross collaborative work

Below are the joint sessions, webinars, and collaborative work EL lead with other CCSSO groups in the 2017-18 membership year.

- Joint session with Assessing Special Education Students (ASES) collaborative: “English Language Proficiency Alternate Assessment”
- As part of a joint session with the Technical Issues in Large Scale Assessment (TILSA) and Assessing Special Education Students (ASES) focused on the new English Language Proficiency Assessment for students with severe cognitive disabilities, three strands were offered as concurrent sessions for states:
  - **Strand 1**: Key considerations in designing/developing a new assessment
  - **Strand 2**: A presentation and discussion focused on WIDA consortium states
  - **Strand 3**: A presentation and discussion of future plans focused on non-WIDA consortium states
- Joint session with Early Childhood Education (ECE) collaborative: “Evidence-based Practices for Young Dual Language Learners”

2018-2019 Goals:

*CCSSO is committed to ensuring every child, across all backgrounds, graduates ready for college, careers, and life. EL is working toward this vision by collaborating with states to find solutions that provide equitable access to rigorous courses, high-quality instructional resources, and appropriate supports to English learners (EL) students so they are able to meet college- and career-ready standards.*

- Continue work on ongoing projects: English Learners in new Title I accountability models; supporting recently arrived English learners; improving inclusion of EL-serving practices in teacher observation/evaluation systems; guidance to identify and support English learners with disabilities; understanding the fluid dynamics of immigration policy and the role of state and local educators; and implementation of ESSA Title III requirements on standardized statewide entry and exit criteria.
- States will share models of teacher licensing related to content instruction for ELs, English language development, certification for bilingual instruction, and use of different funding streams to support states and districts addressing the shortage in high quality teachers who can work with ELs.
- CCSSO is supporting the creation of a Framework for Exiting ELs with Disabilities from EL Status, which will be a resource for states working with ELs with disabilities and act as a foundation document for future studies. In collaboration with Soyoung Park, University of Texas.
- States will have an opportunity to focus on state collaborative teams that include Title I, Title III and students with disabilities experts. This work can create a classification of how different state practices can be captured, ways to systematize and improve collaboration...
practices, and how state staff can document and examine effectiveness of the improved collaboration.

- Examine opportunities to connect and improve student high school—to—college transition processes. Identify how different states are supporting districts in addressing this problem, and how innovation and effectiveness can be documented and understood through research.
- The EL SCASS states will work closely with Martha Thurlow (NCEO) and Edynn Sato to create a CCSSO supported resource, titled *ELP Standards for ELs with significant cognitive disabilities*.

**Spotlight on Equity**

A focus on equity is central to CCSSO’s 2017-2020 strategic plan and our work with our members. CCSSO and state chiefs are committed to each child—regardless of background—graduating ready for college, careers, and life. In 2017, CCSSO and the Aspen Institute released *Leading for Equity: Opportunities for State Education Chiefs*, which set forth ten commitments and a series of actions state chiefs can take to advance equity. Each of CCSSO’s collaboratives is a venue for working with national experts and collaborating with peer states to identify concrete strategies for advancing relevant commitments found in the report. Equity will play a major role in the agenda of the collaboratives over the next membership year. Examples of equity commitments from *Leading for Equity* the EL collaborative addresses through its work are:

- **Equity Commitment Number 2, Part B)** Talk directly about issues of race and equity and prepare the senior leadership team to speak effectively and comfortably about race and racism.
- **Equity Commitment Number 3, Part B)** Set ambitious and achievable interim and long-term goals for English learners and ensure they are making adequate progress achieving English language proficiency.
- **Equity Commitment Number 6, Part E)** Prioritize trainings and resources on cultural and linguistic services for the early grades.
- **Equity Commitment Number 8, Part E)** Deliberately develop cultural competencies among aspiring and practicing educators so that educators are prepared to meet the needs of each student.
- **Equity Commitment Number 9, Part A)** Measure and improve school culture as one important aspect of closing achievement gaps.

**Anchor documents:**

- CCSSO *English Learners with Disabilities Guide*
- InTASC *Model Core Teaching Standards*

**Biography of Advisors**

Kenji Hakuta is the Lee L. Jacks Professor, emeritus at the Graduate School of Education at Stanford University. He has served on the Stanford faculty since 1989, except for three years (2003-2006) when he founded the University of California at Merced as its Dean of Social
Sciences, Humanities and Arts. He specializes in improving educational opportunities for English Learners through his academic interests in the areas of psycholinguistics, bilingualism, and second language learning and his various engagements with national, state and local practitioner communities. He is the author and editor of many articles and books, including Mirror of Language: The Debate on Bilingualism (1986). He has served on numerous national, state and local commissions and boards, and is actively involved in supporting the work of school districts and states around the country. Kenji obtained his Ph.D. in Experimental Psychology at Harvard in 1979. His academic accomplishments have been broadly recognized, and he is an elected fellow of the American Association for the Advancement of Science, the American Educational Research Association, the American Academy of Arts and Sciences, and the National Academy of Education. His full bio can be found at http://www.stanford.edu/~hakuta

Magda Chia is the Director for Strategy, Impact and Policy at the Understanding Language Initiative (UL) at Stanford University. In her role, she develops and helps execute collaborations with states and districts to advance coherent education policy and practice. She works on outreach to educators, policymakers, and other stakeholders using a cross-disciplinary approach. Chia helps guide UL in work across several key components of education--pedagogical practices, professional development, assessment systems--within the context of supporting and celebrating the diversity of students across the country. Chia’s research addresses validity and fairness in assessments across diverse student populations including English learners, students with disabilities, and English learners with disabilities. She specializes in the relationship between cultural and linguistic diversity and assessment development, implementation, data use, and classroom instruction. Her work has been funded by numerous organizations, including the Organization for Economic Co-operation and Development, National Science Foundation, and the U.S. Department of Education.

CCSSO Liaison:

Fen Chou is a Program Director at the Council of Chief State School Officers. She oversees the Council’s efforts to support state education agency leaders as they design and implement state policy and system-wide improvements relating to the state assessment systems and the education of English learners. Her work includes providing technical assistance to states as they improve their statewide assessments measuring college- and career-ready standards as well as supporting states as they establish policies, programs, and services that promote equitable access and opportunities for English learners. In addition, her team is responsible for the National Conference on Student Assessment which is held in June annually. Chou previously served as the Director for Next Generation Assessment System at the Louisiana Department of Education. She led the assessment team responsible for developing and implementing Louisiana’s new summative, interim, and formative assessments and for transitioning from paper-and-pencil tests to online testing in all Louisiana schools. Prior to working at the Louisiana Department of Education, she was an instructor at Louisiana State University. She holds her Ph.D. in Psychological and Quantitative Foundations from the University of Iowa.
2017-18 State Members:

AK, AZ, AR, CA, CO, CT, DoDEA, DE, GA, HI, ID, IN, IA, KS, KY, LA, MD, MI, MN, MS, MO, NE, NV, NJ, NC, ND, OH, OR, PA, SC, SD, TN, UT, WA, WI.

2017-18 Industry Partners:

American Institutes for Research (AIR), Data Recognition Corporation (DRC), English Language Proficiency Assessment for the 21st Century (ELPA21), Education Testing Service (ETS), Measured Progress, Smarter Balanced, WIDA Consortium