

A background photograph of four diverse children in a classroom setting. A young boy with dark, curly hair is in the center, smiling broadly. To his left, a girl with red hair is smiling. To his right, a girl with blonde hair in a ponytail is smiling. In the background, another boy is visible, also smiling. The setting appears to be a library or classroom with bookshelves.

Workgroup on English Learners (ELs)

Note to Attendees

This meeting is being recorded and livestreamed via MSDE's YouTube channel.

Presentation Outline

1. Welcome
2. Guiding Question – How can Maryland ensure that high quality instructional materials (HQIM) processes include English learners?
3. Spotlight on National Best Practices and Research
4. Maryland Existing Policy and Practices
5. Data Dive
6. Discussion and Recommendations

Spotlight on National Best Practices and Research

- Jennifer Aguirre and Julie Lara, Texas Education Agency
- Jessica Carmen, Louisiana Department of Education



Maryland Existing Policy and Practices

Existing Instructional Materials and Curriculum Requirements

- Social Studies ([COMAR 13A.04.08](#))
- Science ([COMAR 13A.04.09](#))
- Mathematics ([COMAR 13A.04.12](#))
- English Language Arts/Literacy ([COMAR 13A.04.14](#))

.01.1 Curriculum Documents:
Consistent with Education Article, §4-111, Annotated Code of Maryland, each local system **shall provide curriculum documents** for the elementary and secondary schools under its jurisdiction that:

(1) **Include the content standards** set forth in this regulation; and

(2) Are **aligned with the Maryland College- and Career-Ready Standards**, as developed by the Maryland State Department of Education in collaboration with local school systems.

Existing Instructional Materials and Curriculum Requirements

COMAR Certification Procedures for Social Studies and Science:

.02 Certification Procedures.

By September 1, 2005 and each 5 years after that, each local superintendent of schools shall certify to the State Superintendent of Schools that the **instructional programming within grades prekindergarten–12 meets, at a minimum, the requirements** set forth in Regulation .01 of this chapter.

Existing Instructional Materials and Curriculum Requirements

COMAR Certification Procedures for English Language Arts/Literacy and Mathematics:

.02 Certification Procedures.

- A. By September 1, 2020 and thereafter, upon adoption of new State standards, local school system curricula, or curriculum support materials, each local superintendent of schools or chief executive officer shall certify to the State Superintendent of Schools that the **instructional programming for courses aligned to the Maryland College and Career Ready Standards** meets, at a minimum, the requirements set forth in Regulation .01 of this chapter.

Existing Instructional Materials and Curriculum Requirements

COMAR Certification Procedures for English Language Arts/Literacy and Mathematics:

- B. The superintendent or chief executive officer shall provide evidence of meeting the requirements. Acceptable forms of evidence include:
 - (1) A **Maryland State Department of Education Curriculum Vetting Report** demonstrating that the reviewed curriculum has earned an **acceptable rating** as determined by the agency on all sections for the identified grade level(s) or course(s);
 - (2) A **curriculum vetting report produced by a nationally recognized external party that demonstrates alignment** to Maryland College and Career Ready Standards for the identified grade level(s) or course(s); or
 - (3) Documentation of **national ratings to demonstrate an alignment to Maryland College and Career Ready Standards and strong (level 1) or moderate (level 2) evidence**, as defined under §8101(21)(A)(i)(I) and §8101(21)(A)(i)(II) of the Every Student Succeeds Act, for all third-party curricula and curriculum support materials in use.

Existing Instructional Materials and Curriculum Requirements

Programs for English Learners: ([COMAR 13A.05.07.03](#))

.03.B. The English language development programs shall contain the following components:

| | |
|--------------------------------|--------------------------------------|
| (1) Goals | (7) Facilities |
| (2) Student identification | (8) Program delivery models |
| (3) Student placement | (9) Parent and community involvement |
| (4) Curriculum and instruction | (10) Support services |
| (5) Certified teachers | (11) Exit criteria |
| (6) Materials of instruction | (12) Program evaluation |

EL/Title III Monitoring Visit Parameters

- Local education agencies (LEAs) participate in an EL/Title III services monitoring visit every three years.
- As part of the visit, LEAs share their ELD curriculum and are required to answer the following:
 - How has the LEA continued to operationalize Maryland's ELD Standards?
 - Description and evidence of curriculum or internet link to curriculum resources, if applicable
 - Description and evidence of how LEA integrated ELD Standards into ESOL and/or content classes
 - How does the LEA ensure that ELD programs and related materials of instruction provided to ELs are comparable to those instructional services and materials provided to non-EL students?
 - Description and/or evidence that the LEA makes a reasonable and meaningful effort to ensure that ELD program instructional materials are aligned with Maryland's ELD Standards



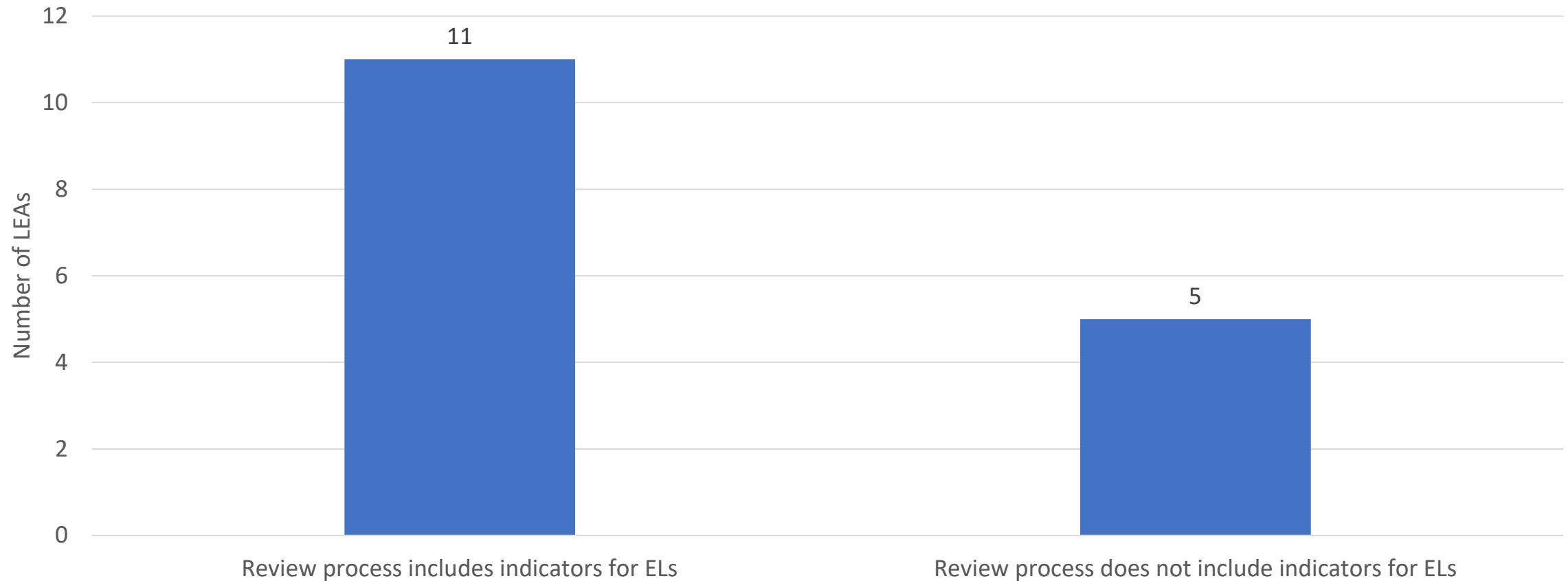
Data Dive

Instructional Materials Survey

- In August 2022, local EL coordinators were surveyed on their system's:
 - Instructional materials review process for core content areas
 - Supports for ELs in core content materials
 - EL Development program instructional materials selection process
 - Impact of instructional materials and teaching practices on ELs
- 16 of 24 LEAs responded

Do LEAs' instructional materials review process include indicators for English learners?

One-third of LEAs' review processes does not include indicators for ELs



What supports for English learners do LEAs' core content instructional materials (ELA, Math, Science, and Social Studies) include?

- Modified materials
- Audio files
- Leveled readers
- Scaffolding supports
- Differentiated support by English language proficiency level
- Spanish options

What is the process for selecting instructional materials for English Language Development programs?

- A third of LEAs use the same process as that for selecting core materials
- Most LEAs use a selection committee which includes EL teachers, staff, and/or families in the review process
- Evaluation rubrics look for:
 - Features which support language development (e.g. readability, graphics, etc.)
 - Equity, diversity, and inclusion
 - Right amount of rigor and meets grade level standards
- Some LEAs report piloting materials before selection

How do LEAs ensure that their instructional materials and teaching practices are impactful for English learners?

- Monitor grades and ACCESS scores to track student progress at the class, school, and district level
- Collaborate with curriculum coordinators to align WIDA ELD Framework and content instruction
- Embed multilingual strategies in content instruction to make the content more comprehensible without sacrificing rigor
- Talk to students about their interest and engagement
- Solicit teacher input on usefulness of instructional materials
- Keep up to date on evidence-based research on instructional materials
- Collaborate across districts to share best practices both statewide and nationwide

How can LEAs' selection processes for instructional materials be improved?

- Provide a list of recommended materials
- Include EL staff and families in the selection process
- Provide professional development on how to select high quality materials and how to use evidence-based research
- Use a districtwide rubric to ensure consistent measures
 - Continue to revise rubrics based on feedback
 - Include elements for EL supports on all rubrics, including those for selection of core content materials



Discussion and Recommendations



Preliminary Recommendations from 2021 Interim Report

1. Identification and support for young dual language learners
2. Maryland bilingual teacher certification
3. All teachers prepared to serve English learners
4. Teacher pipeline
5. Scale two-way immersion programs
6. Support and sustain multilingualism by promoting an asset-based approach
7. Equitable communication with multilingual families
8. Inclusive and valid assessments for multilingual learners

Discussion and Recommendations

- In response to the Accountability and Implementation Board's (AIB) request to support their comprehensive Blueprint implementation plan, the new final report deadline is November 1, 2022.
- Based on the topics of our meetings this year, what new recommendations should we include in the final report?

Discussion and Recommendations

Padlet for brainstorming about new recommendations

Blueprint for Maryland's Future: Workgroup on English Learners (ELs) 8/24/22

Funding

- laurelwilliams1 13d: **Two Way Immersion (TWI)**
Dedicate funding to support TWI expansion in Maryland
- laurelwilliams1 6h: **Utility of Funds**
Identify specific uses for EL funding
- laurelwilliams1 1m: **Braided Funding**
Provide clarity and guidance on braiding funding

Accountability and Reporting

- laurelwilliams1 13d: **Reclassification**
Explore multiple pathways for EL reclassification
- laurelwilliams1 13d: **Reporting**
Expand reporting to include progress and performance of ELs at all stages of English language development

Enhance Existing English Language Development (ELD) Programs

- laurelwilliams1 13d: **Students with Limited or Interrupted Formal Education (SLIFE)**
Refine the definition of SLIFE and develop resources for Local Education Agencies (LEAs)
- laurelwilliams1 13d: **High Quality Instructional Materials (HQIM)**
Include indicators for ELs in Maryland's new HQIM review process
- laurelwilliams1 13d: **HQIM**
Develop a process to review HQIM

Secondary English Learners

- laurelwilliams1 13d: **Long Term English Learners (LTELs)**
Refine the Maryland definition of LTELs and include them in data reporting
- laurelwilliams1 1m: **Program Enhancement**
Implement specialized programs/supports for secondary ELs

EL Blueprint Workgroup Website

<https://www.marylandpublicschools.org/Blueprint/Pages/ELBlueprintWorkgroup/index.aspx>

BLUEPRINT

Policy Areas + Initiatives

- Early Childhood Education
- High Quality and Diverse Teachers and Leaders
- College and Career Readiness
- More Resources to Ensure that All Students are Successful
- Governance and Accountability

Initiative Spotlight

- English Learners Blueprint Workgroup
- NBCT Program

Get Involved

- Provide Feedback

English Learners Blueprint Workgroup

The Blueprint Provides EL Programs with Data-Driven Structure and Resources

To transform Maryland's education system to a world-class model for every student, the Blueprint for Maryland's Future established the Workgroup on English Learners (ELs) in Public Schools. With a focus on those who have been historically underserved, this workgroup is charged with accelerating the academic achievement of more than 88,800 multilingual students. Serving a growing population of emerging bilingual students, MSDE is working to provide technical assistance to support local school systems in delivering high-quality English language development programs. The purpose of the workgroup is to collect data, study national and international best-in-class practices and make recommendations for implementing and scaling those practices in Maryland public schools. This work will lead to two reports that will drive and deliver on the promise of an excellent education for our multilingual students. An [interim report](#) is due by December 1, 2021 and a final report is due by December 1, 2022.

- [Interim Report: Workgroup on English Learners in Public Schools](#) 🗓️ December 2021
- [Interim Report: Workgroup on English Learners in Public Schools \(Spanish\)](#) 🗓️ December 2021

General Resources

- [Workgroup Members](#) English Learners Workgroup Laws:
- [Workgroup Requirements](#) House Bill 1300(EL Workgroup) 🗨️
- [Meeting Schedule](#) House Bill 1375 (EL Workgroup) 🗨️

Next Meeting:
Thursday, March 24, 2022 3:00 – 5:00 p.m.

Meetings

Workgroup Meeting - February 11, 2022

Guiding Questions:

- What challenges do multilingual families face navigating the educational system in Maryland?
- How can the EL Workgroup collaborate with community organizations to establish a comprehensive language access policy?

- [Agenda](#)
- [Meeting Materials](#)
- [View the EL Workgroup Meeting](#)
(Closed captioning is available in multiple languages.)

Next Meeting
September 29, 2022
3:00 – 5:00 p.m.

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|-----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

Maryland Public School Survey

This survey is intended to allow everyone in the state to provide information that will be the basis for transformative change. Please use this survey as an opportunity to share your thoughts.

MarylandPublicSchools.org/Survey

Connect with the MSDE Blueprint implementation team: Blueprint.MSDE@Maryland.gov

BLUEPRINT

FOR MARYLAND'S FUTURE

More information can be found on MSDE's Blueprint webpage:

<https://www.marylandpublicschools.org/Blueprint/Pages/Overview.aspx>

To provide feedback on the EL Workgroup or Interim Report:

<https://news.maryland.gov/msde/contactmsde/>