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 align the science of reading and structured literacy with best English language development practices to improve reading outcomes for English learners?

3. Spotlight on National Best Practices and Research

4. Maryland Existing Policy and Practices

5. Discussion and Recommendations
Spotlight on National Best Practices and Research

Panel Discussion

• Dr. Elsa Cardenas-Haagan, President of Valley Speech Language and Learning Center, University of Houston, Research Associate

• Dr. Antonio Fierro, Chief Impact Officer for Educator Preparation and Curriculum, Barksdale Reading Institute

• Dr. Claude Goldenberg, Professor of Education, Stanford Graduate School of Education
Spotlight on National Best Practices and Research

Panel Questions

• What are the key findings of your research regarding the science of reading and ELs?

• How do the challenges of learning to read for ELs differ from non-ELs?

• What do educators need to know to improve EL reading success?

• What are the key components of early literacy development for ELs?

• What are your policy recommendations for improving literacy skills for ELs?
Maryland Existing Policy and Practices

Blueprint for Maryland’s Future

Workgroup on ELs
Maryland Leads

Maryland Leads is a new grant initiative designed to support Local Education Agencies (LEAs) in utilizing federal funds to overcome the learning loss resulting from the COVID-19 pandemic, accelerate student learning to narrow opportunity and achievement gaps, and provide more targeted support for historically underserved students and their communities.

- Grow Your Own Staff
- Staff Support & Retention
- The Science of Reading
- High-Quality School Day Tutoring
- Reimagining the Use of Time
- Innovative School Models
- Transforming Neighborhoods through Excellent Community Schools

• Each strategy contains focus areas and best practices from the field.
• LEAs will have the opportunity to work with best-in-class partners to execute approved plans.

Distribute $165M+ ESSER State Set-Aside funds to LEAs through a non-competitive but highly-selective grant process.
Maryland Leads Program Investments, Awarded Funds by High Leverage Strategy Area

MSDE awarded $170,500,000 to LEAs and generated an additional $25,000,000 in local matching support for Maryland Leads approved programs and activities.

- Grow Your Own
- Staff Support and Retention
- Science of Reading
- High-Quality School Day Tutoring
- Reimagining the Use of Time
- Innovative School Models
- Transforming Neighborhoods

- Science of Reading: 31%
- Grow Your Own: 28%
- Staff Support and Retention: 21%
- Reimagining the Use of Time: 9%
- Innovative School Models: 2%
- Transforming Neighborhoods: 5%
- High-Quality School Day Tutoring: 4%
Science of Reading

22
Number of LEAs

Total Investment (including matching)
$53,252,654

All K-3 teachers, special educators, literacy specialists, and principals in 22 of 24 LEAs will be trained in the Science of Reading instruction and the LEAs also commit to adopt and scale high-quality, content rich, culturally-relevant instructional materials aligned with the Science of Reading.
Maryland Leads: The Science of Reading

Provide opportunities to all K-3 educators, special education teachers, principals, literacy specialists, and other relevant staff to participate in rigorous professional development aligned to the science of reading and ensure the LEA will utilize core curriculum and supplemental materials that are high-quality, content-rich, and culturally-relevant.

- **Frederick County:** Teachers in K-5 (including Special Education, intervention and English Learner teachers) and administrators will receive professional learning on the Science of Reading as part of the implementation of a comprehensive, high-quality, content-rich reading and writing program.
  - By September 2024, 100% of current K-5, Special Education, intervention and English Learner teachers and administrators will receive rigorous professional learning aligned to the Science of Reading with 85% rating the experience favorably.

- **Cecil County:** Create a science of reading community of practice for teacher leaders who completed the science of reading training, special educators implementing literacy programs, and Title I teachers. This group of teacher leaders will develop PD and tools focused on evidenced based literacy practices.
  - 75% of teachers will express increased confidence in their ability to utilize instructional practices and the number of students in Tier 2 and Tier 3 programs will decrease by 10% as measured by the Acadience grade level progress monitoring and benchmark proficiency levels in 2 years.
Maryland Leads: The Science of Reading

- **Allegany County:** In order to ensure that more rigorous, evidence-based content rich materials are in place, a Reading Leadership Team will work to explore new high-quality instructional materials. The team will consist of teachers, special educators, administrators, and literacy coaches. A structured process to review materials and practices from the approved partners list will be used. The committee will review research connected to partner program curricular materials, evaluate the material samples, and utilize rubrics to determine which program will most likely fill gaps in existing materials. Classrooms will be selected to pilot identified materials and practices. Using feedback from the rubrics and pilot teachers, the most effective resource aligned to the SoR will be chosen for integration into the comprehensive reading program.
  - By the 2024 EOY screener administration, the number of students identified as on or above benchmark at each grade level will increase to at least 65%.

- **Prince George’s County:** Provide initial training to prepare teachers and instructional leaders to implement mCLASS with DIBELS 8th Edition with fidelity.
  - 100% of current K-3 teachers, including special education teachers, principals, and other relevant staff will receive rigorous professional development on mCLASS with DIBELS 8th Edition by September 2024.
For more detailed information on Maryland Leads grants, go to:

MarylandPublicSchools.org/MDLeads

On this page, there are one-pagers for each LEA. Each informational one-pager includes summary information about awarded and approved program activities and expected outcomes for those respective activities, by strategy area.
Cecil County Public Schools

Sherry Eichinger-Wilson, Instructional Coordinator for Elementary Language Arts
Tammy Zino-Seergae, Instructional Coordinator for World Languages and ESOL
Discussion and Recommendations

Blueprint for Maryland’s Future

Workgroup on ELs
Review 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
Review New Recommendations

9. Funding allocations and spending decisions that support success for ELs
   • Provide targeted grant funding to LEAs that implement two-way immersion programs
   • Establish a method to support LEAs that serve small EL populations
   • Identify specific uses for EL funding
   • Provide guidance for LEAs and schools on braiding funding
Review New Recommendations

10. Transparent and equitable accountability and reporting

- Design and implement multiple pathways for EL reclassification
- Expand reporting to include progress and performance of ELs at all stages of English language development
- Refine the Maryland definition of long term ELs (LTELs) and include them in data reporting
Review New Recommendations

11. Effective English language development (ELD) programs
   - Include indicators for ELs in Maryland's new high quality instructional materials (HQIM) review process
   - Develop a process to review HQIM for ELD programs
   - Establish expectations and tools for high quality ELD programs
12. Literacy instruction aligned to the science of reading that meets the needs of multilingual students

- Strategies and support for leveraging ELs' home language in the implementation of science of reading literacy programs
13. Support and pathways for secondary ELs

• Ensure that ELs have access to College and Career Ready (CCR) pathways
• Provide dual enrollment opportunities for ELs
• Implement specialized high school programs and supports
• Strengthen the definition of students with limited or interrupted formal education (SLIFE) and develop resources for LEAs
EL Blueprint Workgroup Website

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