

**Topic: English as a Second Language
Content Expert: Karen Dyar**

Timelines	Actions Leading to Implementation	Involvement
Winter 2004- Spring 2005	<p>Step 1: Program Data Analysis by HQ All English as a Second Language teachers were invited to participate in a survey of textbooks/ materials. Results were used to determine needs for materials, resources, and professional development.</p>	Union reviewed survey and summary results.
SY 2005-06	<p>Step 2/3: Standards, Curriculum, and Assessment Development DoDEA's ESL language proficiency standards were reviewed in preparation to conduct a technical evaluation of materials to determine their potential for addressing the ESL language proficiency and content standards, the quality of instruction and assessment for learning, technological integration, diversity, student special needs, and their academic language proficiency in English.</p>	
August 2005	<ul style="list-style-type: none"> ▪ Conducted a technical source selection of PreK- 12 ESL curriculum materials and English language proficiency instruments by ESL teachers. 	Union Reps
SY 2006-2007	<p>Step 4: Professional Development <u>Purpose:</u></p> <ul style="list-style-type: none"> ▪ Build capacity to implement DoDEA's English as a Second Language curriculum materials, English language proficiency assessment instrument, and the revised ESL program guide. ▪ Provide professional development to support the newly adopted curriculum materials. <p><u>Activity:</u></p> <ul style="list-style-type: none"> ▪ Provide 1 day of face to face training on the revised ESL program guide for implementation and 4 days of face to face training on the newly adopted curriculum materials and English language proficiency assessment instrument. Target audience will be all ESL teachers, PreK- 12th grade. Training will be conducted in each Area. ▪ The training on the newly adopted curriculum materials includes an introduction on 4 selected best practices from the Quality Indicator Map. These best practices were selected based on the results of the ESL survey, input from the ESL program guide workgroup and from the Area ESL liaisons. 	
Europe-Nov 6-10 and Nov 13-17, 2006	<ul style="list-style-type: none"> ▪ C- 1 Standards provide the foundation for the design, content, and delivery of instruction. 	Union Reps in attendance
DDESS- Dec 4- 8, 2006	<ul style="list-style-type: none"> ▪ C- 2 The teacher possesses content knowledge, an understanding of its relation to standards, and a facility in adapting content to allow all students access to standards. 	
Pacific- Feb 5-9 and Feb 12-16, 2007	<ul style="list-style-type: none"> ▪ I- 2 Students are meaningfully engaged throughout the learning process. 	

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<p>SY 2007/2008</p>	<p>A- 1 Assessment is used to make instructional decisions in support of the standards.</p> <p>Step 5: Full Implementation <u>Purpose:</u> Communicate the program to constituents. Provide access to follow-up training and support teachers, as needed. <u>Activity:</u></p> <ul style="list-style-type: none"> ▪ Areas, districts, and/or schools conduct and/or monitor follow-up training for ESL teachers in ESL program implementation based on the revised program guide. ▪ Areas, districts, and/or schools conduct and/or monitor training for all ESL teachers in selected best practices for curriculum instruction, assessment, environment, and the role of the Quality Indicator Map for program improvement. ▪ ESL teachers participate in training with ELA content area teachers for student with diverse needs. <p><i>Note: The QI Map is not used to collect individual teacher evaluation data.</i></p> <p><u>Training Considerations:</u> The training sessions will be designed to allow for planning flexibility. The method for providing the training should be an area/district/school decision to ensure that the impact on the school/educator's schedule is minimized. Options to consider:</p> <ul style="list-style-type: none"> ▪ Area/district/school(s)-based individual/small group training using the training packets, on-line or CD modules. ▪ New ESL teachers or teachers new to the ESL area/grade level may access on-line implementation training in the ESL program. Teachers may also receive additional support from ESL specialists/leaders. 	<p>Union Reps in attendance</p>
<p>SY 2008/2009</p>	<p>Step 6: ESL Program and Implementation Evaluation <u>Purpose:</u> Use the Quality Indicator Map as a tool to develop surveys, interview questions and observation protocols to collect program implementation information for program improvement. <i>Note: The QI Map is not used to collect individual teacher evaluation data.</i></p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> ▪ Summarize data collected through surveys, data extractions, and on-site visits on student achievement, instructional and assessment practices, and professional development. ▪ HQ will convene Area specialists and teachers to revise the ESL language proficiency standards and to identify grade level essential skills and concepts. 	<p>Union Reps in attendance</p>

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