

EL Program Models: Changes to Definitions and Codes in Oregon's LEP Collection

EL Alliance Conference
March 12-13, 2015

Presentation Outline

- Workgroup
 - Purpose & Process
 - Members
 - Recommendations
- LEP Collection Changes
 - Focus on EL Program Models
 - When these take effect
- Group Activity
 - Understanding the Program Models in the LEP Collection
 - Defining your Program Models
- Questions, based on:
 - Group Activity
 - Changes in general, including questions ODE is receiving

Purpose and Process

Purpose

- Recommend changes to the EL Program Models used in Oregon's LEP Collection and in EL Program Guide
- Clarify distinctions between program models

Process

- Compare and attempt to align descriptions of program models with research, other states, and national non-profits with EL expertise
- Ensure that recommendations were comprehensible and sensible for Oregon's context
- Solicit feedback from others on draft recommendations

EL Program Models Workgroup

- Small group of ODE Staff
 - Martha I. Martinez & Kim Miller
- And LEA Representatives
 - Carol Holm (Southern Oregon ESD)
 - Kerrin Moeller (Beaverton SD)
 - Chrissy Chapman (Salem-Keizer SD)
- Membership was voluntary and participation was informal
- Met virtually about once/month from July 2014 – October 2014

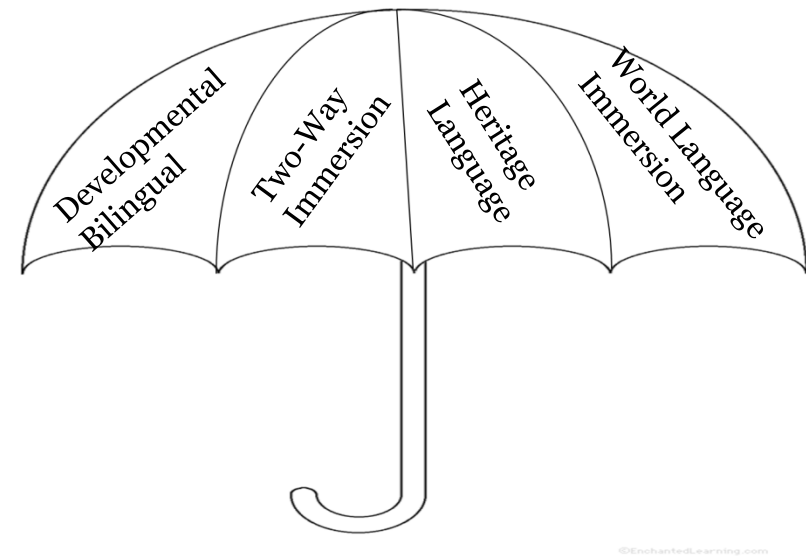
Feedback from other experts sought on later drafts

- Dr. Karen Thompson, Assistant Professor, Oregon State University
- Gabriela Uro, Director for ELL Policy and Research, Council of the Great City Schools

Summary of Changes

- Clarified distinctions between program model definitions, e.g., Dual Language, Two-Way Immersion, and Development Bilingual programs in previous version.
- Used labels for program models that are most commonly and consistently used in the US
- Added “Newcomer program” and “Other Bilingual program” to the LEP collection
- Deleted several program labels/definitions from the LEP collection because they:
 - Were not supported in research (e.g., Structured English Immersion)
 - Were rarely and inconsistently used in our collection (Heritage Language)
 - Conveyed a mixed message re: ELD instruction given the new ELP Standards (e.g., Content-based ESL)

Dual Language Umbrella: Targeted student population is a key distinguishing characteristic



There are four main types of Dual Language programs, with a **primary distinguishing characteristic being the target student population.**

Developmental Bilingual: ELs of a single language group

Two-Way Immersion: ELs of a single language group and native English speakers, with roughly 50/50 split in classroom.

Heritage Language: Students from a single heritage language background. These students may or may not be ELs. Their proficiency in the heritage language varies.

World Language Immersion: Native English speakers.

Changes to the LEP Collection and EL Program Guide

- See “Types of EL Program Models” document for description of revised model descriptions and associated LEP collection codes.
- Additional LEP Collection Changes (e.g., SIFE and 504 flags) will accompany EL Program Model changes.
- Changes to LEP Collection have been discussed with Data Governance Committee
- Plan is to enact changes in 2015-16 LEP Collection and to include the revised model names and descriptions in the 2015-16 EL Program Guide

Group Activity

- Unpacking the revised EL Program Models
- Defining your school's or district's EL Program Models

EL Program Models Work Group

Martha I. Martinez
Education Equity Unit, ODE
(503) 947-5778
martha.martinez@state.or.us

Kim Miller
Education Equity Unit, ODE
(503) 947-5712
kim.a.miller@state.or.us

Carol Holm
Migrant Education/ELL
Southern Oregon ESD
(541) 245-5198
ccklh@charter.net

Kerrin Moeller
Professional Development & ELL Support
Beaverton SD Welcome Center
(503) 591-4631
Kerrin_Moeller@beaverton.k12.or.us

Christina Chapman
Elementary ESOL/Bilingual Programs
Salem-Keizer Public Schools
1309 Ferry St. SE
Salem, OR 97301
(503) 399-3258 Ext. 8565
CHAPMAN_CHRISTINA@salkeiz.k12.or.us