

Illinois State Board of Education
Bilingual Advisory Task Force (BATF)
Illinois State Board of Education 9th FL, Room # 9-034
Minutes for March 7, 2016

Chairmen present: Dr. Ron Perlman and Dr. Carmen Ayala

Members present: Representative Mike Fortner, Mr. Robert de Oliveira, Ms. Denise Hamby, Dr. Matt Moreland, Mr. David Del Pozo Martin, Ms. Colleen Doyle Parrott, Ms. Carla Cruise, Ms. Karen Garibay-Mulattieri, Mr. Michael Popp (on Phone), Mr. Jason Leahy (on Phone), Mr. Nelson Aguiar

Guest present: Ms. Caroline Sanchez Crozier

ISBE staff present: Ms. Reyna Hernandez, Dr. David Nieto, Dr. Tina Paduck, Ms. Sonia Serrano

Introduction and Call to Order

Dr. Ron Perlman, Chairman, called the meeting to order at 9:30 AM.
A quorum was present.

Public Comment

N/A

Approval of Minutes and Agenda

Representative Mike Fortner first motioned to amend the agenda to include approval of minutes and Dr. Matt Moreland seconded the motion and it passed with a roll call vote.

Representative Mike Fortner first motioned to approve minutes from the January meeting and Mr. David Del Pozo seconded the motion and it passed with a roll call vote.

Review Google drive

Due to the lack of the Internet capabilities, the Google Drive was verbally described to the committee members.

Work group discussions

Dr. Carmen Ayala suggested posting chart paper to include thoughts and ideas for the 5 groups. Thoughts and ideas were given for each group and thoughts and ideas were jotted on chart papers.

Assessments

- Why does it count after 1 year? Why can't it be after 3 years, for example? (part of ESSA)
- EL assessment in terms of language and learning disability, what can be done? (2nd/3rd generation – simultaneous bilinguals). Assessment system should be in place to avoid misplacement.
- All PK should have oral language profiles-rubric to assess language growth.
- English language and native language continuum
- Low SES, limited exposure to experiences- dual language has really helped bring language and cognitive academic development.
- Native language assessments (high quality) to measure concept understanding.
- What is it that we are assessing? Need to have assessments in multiple languages.
- Min
- How will assessments be used? To improve instruction? Align curriculum? Making data-driven decisions.
- Minimization on teacher observation and over use of standardized assessment. How can teachers observe the L2 learners? What structures do we need to provide/rubric driven?
- Accountability structures will still need to be in place.
- Formative/performance based assessments are needed
- Student growth is used to address diverse learners (education level, SES, linguistic needs, etc.)
- Teachers need PD to use authentic assessments appropriately.

Legal/Family engagement

- Practices of schools that value or devalue families and students' backgrounds and linguistic/cultural experiences.
- What will ESSA require and its impact to ELs? Keeping students for 4 years after exiting? Reporting those numbers of students that still need services after 5 years. How is placement working in IL-is it consistent across the state?
- Advocacy will be needed to assure that resources and supports are available to ELs.
- This will create more of a parental involvement/advocacy approach.
- What is our philosophy as a state with regard to our ELs?

Curriculum and Instruction

- MS ELs outperforming English only peers when they are from dual language programs
- In order to learn English sometimes it is imperative to learn Spanish.
- In English only settings
- Instruction not watered down, just as rigorous as content instruction.
- Access to high quality content courses, especially at HS level.
- Use a more interconnected and integrated approach, particularly at the HS level. Have a core group of teachers trained in L2 that ELs would be assigned to. Move towards project-based learning.
- Writing is an area that really needs emphasis for ELs.

- IL has a gap in terms of strong curriculum for ELs. Meaningful access to rigorous curriculum.
- What is the alignment of ELD and college and career readiness? Content area teachers need to work closer with EL specialists.
- Program structures need to become more consistent. There is change, sometimes on an annual basis.
- HS students need quality counseling and support.
- HS is not an ending point-we need to build pathways to universities and colleges.
- How can we provide the flexibility and choice that districts need to differentiate based upon their communities yet still be accountable?
- How can students in immersion programs have access to high quality instruction in the native language leading towards a seal of biliteracy?

Technology

- Leverage technology to level the playing field and provide additional supports. To use technology for how it fits into the students' schema. Certificate/coursework.
- Technology used not as a tool to learn content but to critically think.
- Empower ELs to use technology so it's not just sitting in the closet.
- Use of mobile apps
- Bridging technology at school with home – use of mobile phones and tablets.
- 4Cs and the need to increase the use of technology.

Teacher Licensure

- All teachers should have cultural and linguistic awareness training.
- How can we teach technology to students, how to use technology in teaching?
- More ELs entering schools and we need to increase appropriately certified teachers.
- Teachers need the endorsement.
- Administrators, coaches, etc. need endorsement not teachers. Pipeline of teachers is a challenge in IL.
- “One size fits all” endorsement? Different teachers may have different needs for understanding ELs.
- PD for teachers? Adding course for all teachers about L2.
- % or # of ELs = mandatory PD?
- How much of this can we actually mandate and require? Budgets? Support?
- Reach out to mainstream/content teachers to provide PD
- ELs belong to all of us. Provide tools to mainstream/content teachers.
- For southern IL may be easier to make EL coursework embedded into general education
- Every teacher is an ESL teacher
- Co-teaching/collaboration
- Administration principals and superintendents) support and increased knowledge in L2 acquisition.
- Look at a mini-endorsement for ELs “micro-credential”

- Isolated PD does not work. Need integrated PD aligned to district vision/plan-job embedded PD and follow up.
- Build internal capacity of existing content teaching.
- Teacher PD related to authentic assessment.
- HS content teams and training.
- Teacher growth is not keeping up with EL growth.

Break 10:50 a.m. reconvene at 11:00 a.m.

Members provided final thoughts for each of the five topics listed. The chairmen will gather all the ideas generated and create a draft report for the task force to review.

New Business

N/A

Adjournment

Dr. Ron Perlman moved the meeting to adjourn. The meeting adjourned at 12:18 PM.