



**STATE OF HAWAII
BOARD OF EDUCATION
Maui District
Community Meeting**

**Thursday, October 16, 2014
5:30 p.m. – 7:30 p.m.
Baldwin High School Library
1650 Kaahumanu Avenue
Wailuku, Hawaii 96793**

You are invited to join the Maui Complex Area Superintendents and the BOE for a presentation and conversation on English Language Learners, and how student achievement in this area can best be supported. Participants will also be given the opportunity to get to know one another, share views on public education, and discuss the community's role in supporting student achievement and our public library system.

* Persons requiring special assistance or services, such as a sign language interpreter, should call (808) 586-3334 at least three business days before the meeting.

State of Hawaii • Board of Education • 1390 Miller Street, Room 405 • Honolulu, Hawaii 96813
Phone: (808) 586-3334 • Fax: (808) 586-3433
E-mail: BOE_HAWAII@notes.k12.hi.us • Web site: www.hawaiiboe.net

BOE Community Meeting

Thursday, October 16, 2014

5:30 PM – 7:30 PM

Baldwin High School (Library)

Focus: Language Education in our Schools (ELL, Bilingual Education)

Time	Activity	Person
5:30 PM	<p>Welcome Introductions</p> <ul style="list-style-type: none"> - BOE members - DOE members (CAS Supt, administrators, ELL specialists) - Language council members <p>Purpose of Community Meeting Agenda Overview</p>	<p>Grant Chun (BOE)</p> <p align="center">-</p>
5:40 PM	<p>Background Presentation</p> <ul style="list-style-type: none"> - State of Language education in Hawaii (student demographics and achievement) (5 min) - Maui District & ELL program (10 min) - Language education experts briefly review the pros & cons of ELL & bilingual education. Distribute brochures. (15 min) 	<p>Patricia Halagao (BOE)</p> <p>Natalie Gonsalvez (DOE)</p> <p>Dr. Kathy Davis . & Prem PhyeK (UH)</p>
6:10PM	<p>Community Voice Break out into small groups Key questions:</p> <ul style="list-style-type: none"> What has been your child’s experience with the language education in schools? - What issues and challenges do you and/or child have? - How can schools provide support for the home languages and English? - What questions do you have? 	<p>Small groups (5-6) according to language backgrounds</p> <ul style="list-style-type: none"> - facilitated by local parents and teachers - possible translators available - notes taken on butcher paper
6:40 PM	<p>--Break—(snacks provided) DOE and language education experts organize issues and questions according to themes</p>	

6:50	<p>Dialogue Language experts & DOE respond to questions and issues</p> <p>Next steps</p>	<ul style="list-style-type: none"> - Natalie Gonsalvez (Maui DOE ELL specialist) - Dr. Kathy Davis (Language Council) - Prem Phyak (LC) - Grant & Patricia (facilitation)
7:30 PM	<p>Pau Clean up</p>	

BOARD OF EDUCATION

Thursday, October 16, 2014; 5:30-7:30 p.m.

H.P. Baldwin High School Library; Wailuku, Maui; HI

Board Members in Attendance

- Amy Assalbaye, Oahu Board Member
- Grant Chun, Maui Board Member
- Dr. Patricia Halagao, At-Large Board Member

DOE Meeting Staff

- Natalie Gonzalves, Baldwin-Kekaulike-Maui School Renewal Specialist
- Ginifer Nania-Cole, Maui District - ELL Resource Teacher
- Melissa Perez, Maui District – ELL Resource Teacher

Guest Presenters

- Dr. Kathryn A. Davis, UH Manoa (Hawaii Council on Language Policy and Planning)
- Prem Phyac, UH Manoa (Hawaii Council on Language Policy and Planning)

Others

- A copy of the sign-in sheets from the meeting is attached.

Minutes

- Meeting was called to order at 5:35 p.m. by Grant Chun
- Mr. Chun introduced fellow board members and guest presenters; and thanked Maui District staff for their work in pulling the meeting together.
- Mr. Chun introduced Dr. Halagao.

Dr. Halagao gave a brief introduction on the state of language education in Hawaii highlighting student demographics and achievement. [A copy of her slides is attached.]
- Ms. Gonsalves, Ms. Nania-Cole, and Ms. Perez made a presentation concerning Maui District's ELL Program. [A copy of their slides is attached.]
- Dr. Halagao introduced Dr. Davis and Mr. Phyac to offer a presentation on the pros and cons of bilingual education for English language learners. [A copy of their slides is attached.]

-Mr. Chun asked the audience to break up into four (4) different discussion groups comprised of approximately 8 or 9 individuals in each group. The groups were tasked with identifying key challenges and issues for English language learners. They were also asked to provide their input and reaction to the presentation on bilingual education, and how schools can provide support for the students' home languages.

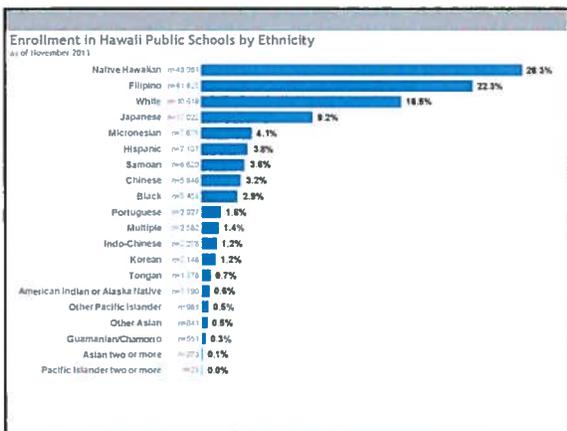
-Groups provided their input to the Board members via group meeting notes that were prepared on butcher paper that had been provided to each group. Dr. Halagao provided a summary of these comments. [A copy of these comments is attached.]

-After groups had completed their work, all participants were invited to have refreshments and enjoy some fellowship. Board members met at the end of the evening with Ms. Gonsalves, Dr. Davis, and Mr. Phyak to summarize the group's input.



HAWAII ELL STUDENTS & ACADEMIC ACHIEVEMENT

BOE Presentation
 October 16, 2014
 Baldwin High School



DIGEST of EDUCATION STATISTICS

2013 Edition, 100th Edition

62 Years of Tables and Figures

More Tables, Full Issues of the Digest

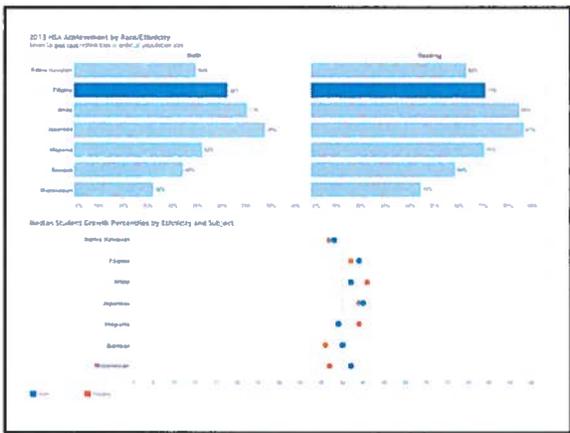
Download Excel

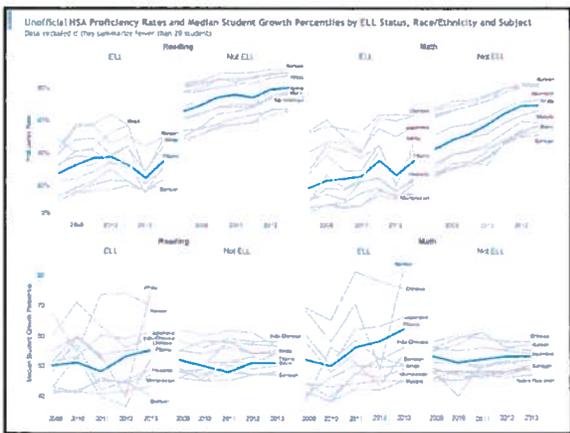
Table 204-25. Number and percentage of public school students participating in programs for English language learners, by state. Selected years 2002-03 through 2011-12

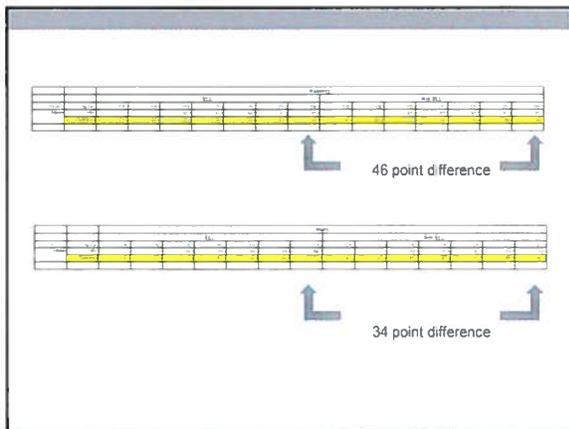
State	Number of public school students participating in programs for English language learners										Percentage of students participating in programs for English language learners									
	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
United States	1,156,557	1,241,487	1,336,879	1,438,915	1,536,919	1,639,884	1,739,884	1,839,285	1,937,285	2,037,285	6.3	6.2	6.1	6.2	6.3	6.4	6.5	6.6	6.7	6.8
Alabama	18,200	18,300	20,900	19,500	19,600	17,500	17,500	17,500	17,500	17,500	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2
Arizona	25,200	26,100	26,200	26,300	26,400	26,500	26,600	26,700	26,800	26,900	11.8	11.8	11.8	11.8	11.8	11.8	11.8	11.8	11.8	11.8
Arkansas	16,600	16,700	16,800	16,900	17,000	17,100	17,200	17,300	17,400	17,500	1.9	1.9	1.9	1.9	1.9	1.9	1.9	1.9	1.9	1.9
California	33,100	33,200	33,300	33,400	33,500	33,600	33,700	33,800	33,900	34,000	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4
Colorado	18,700	18,800	18,900	19,000	19,100	19,200	19,300	19,400	19,500	19,600	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
Connecticut	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Delaware	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2
District of Columbia	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2
Florida	203,100	203,200	203,300	203,400	203,500	203,600	203,700	203,800	203,900	204,000	6.8	6.8	6.8	6.8	6.8	6.8	6.8	6.8	6.8	6.8
Georgia	12,800	12,900	13,000	13,100	13,200	13,300	13,400	13,500	13,600	13,700	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8
Hawaii	146,200	146,300	146,400	146,500	146,600	146,700	146,800	146,900	147,000	147,100	14.2	14.2	14.2	14.2	14.2	14.2	14.2	14.2	14.2	14.2
Idaho	14,200	14,300	14,400	14,500	14,600	14,700	14,800	14,900	15,000	15,100	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2
Illinois	14,200	14,300	14,400	14,500	14,600	14,700	14,800	14,900	15,000	15,100	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2
Indiana	17,900	18,000	18,100	18,200	18,300	18,400	18,500	18,600	18,700	18,800	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8
Iowa	14,200	14,300	14,400	14,500	14,600	14,700	14,800	14,900	15,000	15,100	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2
Kansas	17,900	18,000	18,100	18,200	18,300	18,400	18,500	18,600	18,700	18,800	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8
Kentucky	14,200	14,300	14,400	14,500	14,600	14,700	14,800	14,900	15,000	15,100	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2
Louisiana	17,900	18,000	18,100	18,200	18,300	18,400	18,500	18,600	18,700	18,800	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.8
Maine	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.2
Maryland	14,200	14,300	14,400	14,500	14,600	14,700	14,800	14,900	15,000	15,100	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2
Massachusetts	14,200	14,300	14,400	14,500	14,600	14,700	14,800	14,900	15,000	15,100	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2
Michigan	14,200	14,300	14,400	14,500	14,600	14,700	14,800	14,900	15,000	15,100	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2
Minnesota	14,200	14,300	14,400	14,500	14,600	14,700	14,800	14,900	15,000	15,100	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2
Mississippi	14,200	14,300	14,400	14,500	14,600	14,700	14,800	14,900	15,000	15,100	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2
Missouri	14,200	14,300	14,400	14,500	14,600	14,700	14,800	14,900	15,000	15,100	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2
Montana	14,200	14,300	14,400	14,500	14,600	14,700	14,800	14,900	15,000	15,100	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2
Nebraska	14,200	14,300	14,400	14,500	14,600	14,700	14,800	14,900	15,000	15,100	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2
Nevada	14,200	14,300	14,400	14,500	14,600	14,700	14,800	14,900	15,000	15,100	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2
New Hampshire	14,200	14,300	14,400	14,500	14,600	14,700	14,800	14,900	15,000	15,100	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2
New Jersey	14,200	14,300	14,400	14,500	14,600	14,700	14,800	14,900	15,000	15,100	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2
New Mexico	14,200	14,300	14,400	14,500	14,600	14,700	14,800	14,900	15,000	15,100	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2
New York	14,200	14,300	14,400	14,500	14,600	14,700	14,800	14,900	15,000	15,100	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2
North Carolina	14,200	14,300	14,400	14,500	14,600	14,700	14,800	14,900	15,000	15,100	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2
North Dakota	14,200	14,300	14,400	14,500	14,600	14,700	14,800	14,900	15,000	15,100	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2
Ohio	14,200	14,300	14,400	14,500	14,600	14,700	14,800	14,900	15,000	15,100	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2
Oklahoma	14,200	14,300	14,400	14,500	14,600	14,700	14,800	14,900	15,000	15,100	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2
Oregon	14,200	14,300	14,400	14,500	14,600	14,700	14,800	14,900	15,000	15,100	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2
Pennsylvania	14,200	14,300	14,400	14,500	14,600	14,700	14,800	14,900	15,000	15,100	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2
Rhode Island	14,200	14,300	14,400	14,500	14,600	14,700	14,800	14,900	15,000	15,100	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2
South Carolina	14,200	14,300	14,400	14,500	14,600	14,700	14,800	14,900	15,000	15,100	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2
South Dakota	14,200	14,300	14,400	14,500	14,600	14,700	14,800	14,900	15,000	15,100	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2
Tennessee	14,200	14,300	14,400	14,500	14,600	14,700	14,800	14,900	15,000	15,100	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2
Texas	14,200	14,300	14,400	14,500	14,600	14,700	14,800	14,900	15,000	15,100	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2
Utah	14,200	14,300	14,400	14,500	14,600	14,700	14,800	14,900	15,000	15,100	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2
Vermont	14,200	14,300	14,400	14,500	14,600	14,700	14,800	14,900	15,000	15,100	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2
Virginia	14,200	14,300	14,400	14,500	14,600	14,700	14,800	14,900	15,000	15,100	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2
Washington	14,200	14,300	14,400	14,500	14,600	14,700	14,800	14,900	15,000	15,100	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2
West Virginia	14,200	14,300	14,400	14,500	14,600	14,700	14,800	14,900	15,000	15,100	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2	2.2
Wisconsin	14,200	14,300	14,400	14,500	14,600	14,700	14,800	14,90												

Language & Ethnicity Patterns

- ELL students make up 13.5% of the student population and is growing
- Concentration of certain languages in specific areas
- Filipino ELL students are represented most on Oahu, followed by Maui, Kauai
- Filipino languages make up 30% of the languages spoken in the DOE, followed by Micronesian languages 29%
- Ilokano (21%) is the top language used in schools with Tagalog ranking as the fourth most spoken language (8%) in the schools.







Language, Ethnicity & Achievement

- All the HSA data for all ethnic groups is trending upward.
- When comparing ELL and non ELL rate of growth and proficiency rate, ELL growth rate is sporadic
- 2012 showed dip in ELL LA and Math.
- The HSA proficiency scores for ELL group is significantly lower in math and reading.
- For Filipinos, in reading there is a 46 point difference in reading and 34 point difference in math between ELL and non-ELL students.

**BOARD OF EDUCATION
MEETING**

Maui District ELL Program

Baldwin High School Library
October 16, 2014

Goals

- Prepare all ELL students to be college and career ready.
- Provide research based instruction.
- Ensure that students retain pride in their culture.

Demographics

Total number of Schools with ELL Students

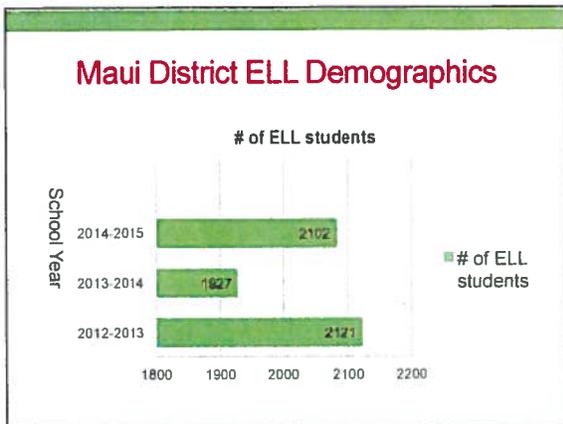
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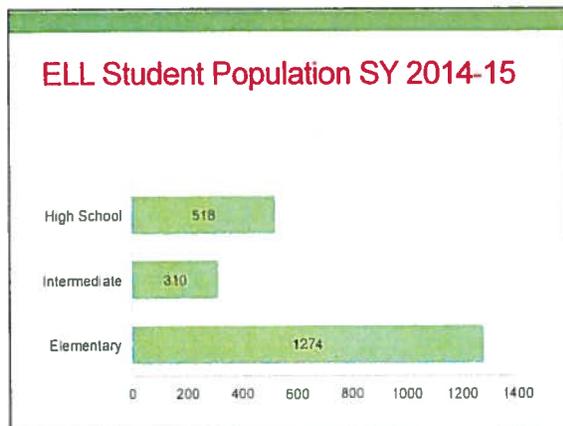
Total # of ELL students exited from the program, SY 2013-2014

474 out of 1,927

(25%)

4.8 Composite / 4.2 Literacy score on the annual Access exiting assessments





ELL Language Summary for Maui District 40 TOTAL Spoken Languages

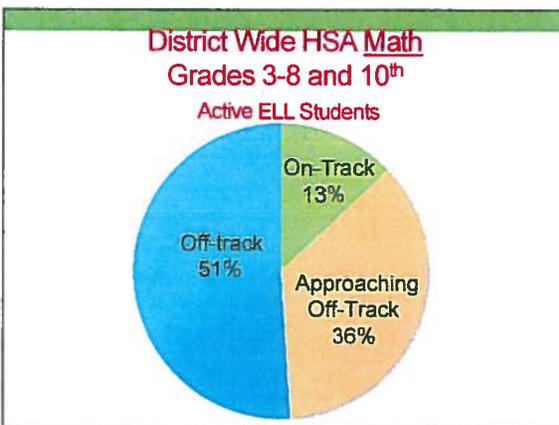
Language	# of Students
Ilokano	896
Spanish	561
Tagalog	400
Marshallese	268
Pohnpeian	155
Tongan	108
Chuukese	59
Hawaiian	57

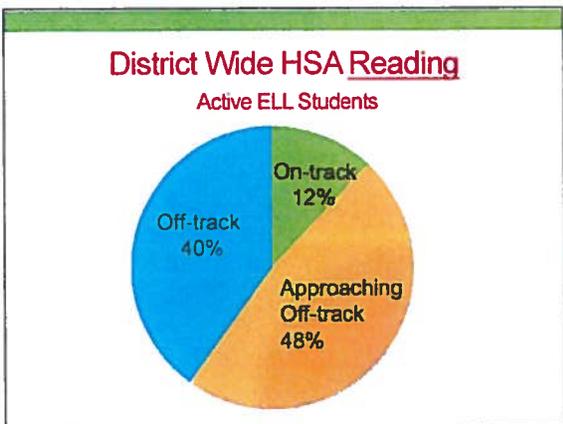
ELL Language Summary Continued

Language	# of Students
Japanese	41
Cebuano/ Visayan	39
Vietnamese	33
Mandarin	19
Samoan	13
Korean	13
Kosraean	13

ELL Language Summary Continued

Language	# of Students
Tai	13
Cantonese	11
Arabic, Cambodian, Chamorro, Estonian, Fijian, French, German, Hebrew, Hindi, Hmong, Italian, Lao, Mokilese, Palauan, Pampango, Pangasina, Polish, Portuguese, Russian, Turkish, Yapese	*Less than 10





Strive HI

The Strive HI Performance System is designed to measure and understand school performance and progress.

How schools are rated

STRIVE HI		Performance Index		
ACHIEVEMENT (0-100 pts)	Reading (0-40 pts)	Math (0-40 pts)	Science (0-20 pts)	
GROWTH (0-100 pts)	Reading (0-50 pts)	Math (0-50 pts)		
ELSA	Chronic Absentee Rate (0-100 pts)			
READINESS (0-100 pts)	8th Grade ACT (0-100 pts)			
ACHIEVEMENT GAP (0-100 pts)	11th Grade ACT (0-45 pts)	On-Time Graduation Rate (0-50 pts)	College-Going Rate (0-5 pts)	
	4 Year Gap Rate (gap rate between high needs & non-high needs students) (0-50 pts)		Two Year Gap Reduction Rate (gap rate between high needs & non-high needs students) (0-50 pts)	

WIDA
(WORLD CLASS INSTRUCTIONAL DESIGN AND ASSESSMENT)
Consortium

- 5 Standards for ELL
- **Standards are embedded into the regular education core classes.

WIDA Standards

WIDA (World Class Instructional Design and Assessment)
THE FIVE STANDARDS
The WIDA English Language Development (ELD) standards represent the core, in-depth, and academic language that students need to engage with peers, educators, and the community at large.

Standard	Abbreviation
English Language Development Standard 1	English Language Development Standard 1
English Language Development Standard 2	English Language Development Standard 2
English Language Development Standard 3	English Language Development Standard 3
English Language Development Standard 4	English Language Development Standard 4
English Language Development Standard 5	English Language Development Standard 5

Note: Districts will be providing professional development for ALL teachers in order to District highly recommend that teachers attend WIDA or other ELL professional development workshops to help support ELL students.

WIDA
World Class Instructional Design and Assessment Consortium

- ELL Assessments
 - W-APT (Placement Test)
 - ACCESS (Exit Test)
 - Administered annually
 - Students must pass the ACCESS test to exit the ELL program
 - 4.8 Composite Proficiency Level
 - 4.2 Literacy Score

ELL Services

- Three types
 - Inclusion, with ELL support (Push In)
 - Small group or one-on-one pull out
 - Sheltered Instruction

Title III Annual Measurable Achievement Objectives (AMAOs)

An AMAO is a performance objective, or target, for English Language Learners who receive Title III sub grants.

AMAO #1

English language proficiency **improvement gains** of point five (.5) composite proficiency level points in English

AMAO #2

Meet state ELL proficiency criteria for attaining **English language proficiency** with a minimum composite proficiency level of 4.8 and a literacy composite of 4.2

AMAO #3

Meet or exceed content proficiency on the HSA

◦ **Exit** criteria

- 1. Overall score of 4.8
- 2. Literacy score of 4.2

2014-15 AMAO Goals

67% of all ELL students will meet AMAO #1 goal.

18% of all ELL students will meet AMAO #2 goal.

Language Based Curriculum

- Supplemental Programs to Core English Language Arts Curriculum
 - Imagine Learning
 - Language for Thinking
 - Language for Learning
 - Finish Line
 - Avenues

Maui District ELL Program

- Systematizing Monitoring Documents
 - School Plan, Self-Study
- Systematized ELL Students Folders
- Provide on-going professional development for **ALL** teachers

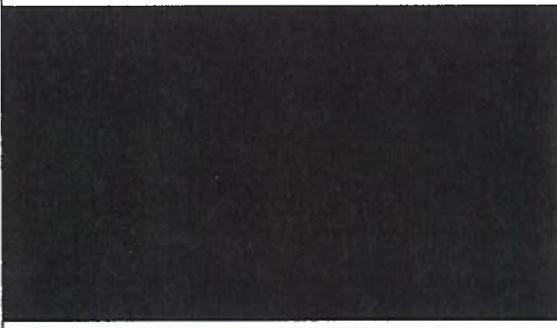
Ongoing Professional Development

- **WIDA**
 - Introduction to WIDA Standards
 - ELD Standards in Action: Lesson Planning
 - ELD Standards in Action: Collaboration

•Project GLAD
• Guided Language Acquisition Design

•“Reading and ELLs:” Common Core State Standards (CCSS) for English Language Arts & Literacy in Content Areas: Reading

“A Date to Remember “



**ENGLISH LANGUAGE LEARNERS
AND BILINGUAL EDUCATION:
SCHOOLING FOR SUCCESS**

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Today's Discussion

- Who are English language learners?
- What is bilingual education and why is it important for ELL and all students?
- What are the best ways to assess language and literacy development?
- What can schools, parents and community do to help students to perform well in schools?




Who are English language learners (ELLs)?

- Students who speak a language other than English at home and in their community are usually described as English Language Learners in U.S. schools
- In Hawai'i, ELL students include children who speak Hawai'i Creole English and other languages such as Chukchee, Ilokano, Tagalog, Samoan, and Spanish. English may be the second or third language that they will learn.
- These students are usually classified ELLs on the basis of standardized tests in English.

<https://www.youtube.com/watch?v=5H1-30AXmP-U>



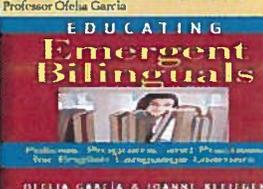
What is bilingual education?

<https://www.youtube.com/watch?v=S6PwrSSZ3co>



Professor Ofelia Garcia





Why is bilingual education best for children?



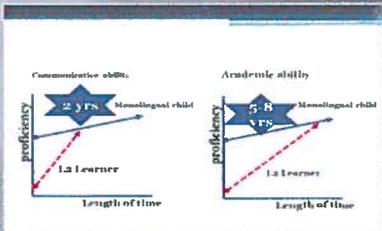
ELLs are most successful as bilingual learners. They learn English and develop high levels of understanding in content area subjects if they are allowed to use their home languages in school.

Learning in two or more languages is known as bilingual or multilingual education.

Effective bilingual education uses English and children's home languages as the medium of instruction in teaching content area subjects while children continue to learn English.

An effective bilingual education program helps children to successfully engage with cognitively demanding academic tasks in the classroom.

Some facts...





Professor Jim Cummins

Children with conversational ability in their second language may falsely appear ready to learn in their second language in a classroom " (Baker, 2011, p. 175, Cummins, 2000)

COMMON QUESTIONS

1. Does learning two or more languages confuse children and impair their learning ability?

- Studies show that bilingual and multilingual speakers have learning advantages over monolingual speakers. For example, contrary to the idea that two languages confuse people, bilingual children are better able to see things from two or more perspectives.
- Children's reading and writing skills in their home language are transferable to learning reading and writing in English. This is the same for native English speakers. They can use English reading and writing abilities in learning how to read and write in another language.



2. Is it true that parents who speak a language other than English to their children will hurt their children's chances for academic success in the USA?



If parents speak to their children in a language the parents do not know well themselves, then they are providing a poor language model for their children. This may actually delay the child's language development and hurt their chances for academic success.

3. How does bilingual education promote school success?



- Bilingual education:**
- Promotes a high level of awareness about language structure and uses through learning languages: analyzing words, pronunciation and grammar of languages, develops higher-level and multiple ways of thinking.
 - Facilitates the transfer of reading and writing skills in language to learning these skills in another language.
 - Increases student-teacher and student-student interaction and promotes involvement into school and a higher sense of student achievement.
 - Creates opportunity for children to learn to respect and understand people whose language and culture are different from their own.

Assessment and Bilingual Education

- Assessment for bilingual students should always be bilingual; bilingual learners' educational achievement cannot be tested with English-only standardized tests.
- Tests for bilingual learners should be different from one context to another due to the often great distances between English and the language and cultural backgrounds of students.
- Activities should allow students to interact with teachers and engage with other students in inquiry-based activities, such as writing stories and hands-on study of the ocean. Bilingual performance assessment then allows all students to demonstrate their complex and creative learning abilities in two or more languages.



Parent and Community Engagement

- Parents and community members should be considered an integral part of bilingual education.
- Their involvement in both policy making and implementation process is necessary.
- Parents and community members have rich funds of language, cultural and historical knowledge.
- They are experts in their languages; they can be invited to share their stories and experiences in schools and classes.



Moving Forward

- By arguing for and supporting education that is based in the community while looking towards success in school, our children in Hawai'i can achieve futures beyond what we can now imagine.
- They can join a world that already is multilingual and multicultural.
- They can use the knowledge they gain to be successful at college and in careers that need bilingual, multilingual experts such as teachers, doctors, nurses and other health care workers, scientists, social workers, and lawyers.
- We can create education that is based on equity and social justice by recognizing how diversity creates success and well-being.

Maui BOE Meeting (10/16/14) Notes Transcribed From Butcher Paper

Group 1:

Challenges-

1. Knowledge on scaffolding
2. Students are goued by age and not cognitive abilities
3. Students being intimidated

Next Steps:

1. Ongoing PD for best practices for ALL teachers
2. Support for parents evening programs
3. Every classroom has an ELL staff serving each classroom

Group 2:

Demographics of schools vary (<3 full time teachers → PPT/PTT ea)

Models of intervention and services vary

Push in versus pull out

Technology versus direct instruction

Qualified personnel/staff

No program at local university

District provides

SIOF

GLAD- Shortage

Substitute

Instruction to student

Teachers of students should have 12 credits in ELL

More direction and support is needed

Time to monitor and write grants <supplemental tutoring resources>

Time during work days

Time to think and thoughtfully plan and consider all views

Weighted student formula money also needed

Teacher Eval (EES)- Comprehensive policy

What are effective data for ELL?

Consider ELL as: Bilingual emergent learners

Use Hawaii immersion as model to integrate culture and oral language

Family concerns

Costs- so many languages

Use BOE Policies 2104/2015 Immersion policies to create other language policies

Create a model charter bilingual/multilingual education school to serve as a pilot and training ground for best practices

Group 3:Translators

Initial assessment in L1 (NLP)

To determine any disability (& it's not that their ELP is the issue)

Lack of translators, have to pay for services, track people down

Parent ELLS

Newcomer support

Cultural, linguistic

Reading at home

ELL Credits for Reg Ed

"suggested" or "required?" - 6 credits and 12 credits

Before school begins yearly

Differentiated testing for ELLs

Testing ELLs too soon (how long learning English, then test?)

Testing content or language

Group 4:

2. More support given to teachers with less ELL credits

3. Do lessons on teaching how to ask questions

Group 5:

- Educate the educators
 - o Cultural understanding
- Buddy program
- Student teaching/peers
- Local ethnic associations
- Online database
 - o Hawaii State library
 - o Powerspeak
 - o Mangoes