



9-12 | Lesson 2



LESSON 2

TEXT TITLE

ESSA law Title III Sec. 3003 subsection A: “Purposes”

TEXT MAIN IDEA

This legislation builds on prior mandates such as IDEA to outline the requirements for language instruction programming by: mandating the development and adoption of English Language Proficiency Standards, recommending professional development for educators who work with multilingual learners, and emphasizing the importance of family and community engagement. Multilingual learners should be receiving support for their language acquisition, language enhancement, and academic achievement through an effective instructional program. Multilingual learners should receive support regarding both language and academic development. There should be equitable access to educational programming and opportunities.

ESSENTIAL QUESTION

The unit essential questions developed through this lesson are...

- What opportunities and challenges exist for an education ecosystem experiencing an increase in its multilingual learner population?

CONTENT OBJECTIVE

By engaging in this lesson, students will know/understand that...

- States must create and adopt English Language Proficiency Standards (ELPs) which support multilingual learners in their educational settings.

LITERACY OBJECTIVE

By engaging in this lesson, students will strengthen their ability to...

- Connect ideas and themes across multiple texts.

STANDARDS ALIGNMENT

- Analyze the development of similar central ideas across two or more texts and determine how specific details shape and refine the central idea. (11-12.RN.2.2)

LAUNCH (5 MINUTES)

Hello friends! Yesterday we engaged in a lesson meant to help us gain a national lens for language justice. Today we are going to engage in the same type of work. We are also going to begin to build our tools of comparative analysis as we monitor for similarities and overlaps between the law we will study today and the legislation we learned about in our prior class.

In today’s work, we will examine a law named the Every Student Succeeds Act or ESSA for short.

The critical idea for you to understand is that the ESSA legislation advances equity by

upholding protections for disadvantaged and high-need students while simultaneously requiring that schools teach to high academic and linguistic standards.

Let's examine that phrasing a little further. In your copy of the definition, please circle the vocabulary used to identify groups of students, such as "disadvantaged" or "high-need" students. Think to yourself for a moment about what these words mean. Who are they meant to describe?

Listen in to partnerships as students discuss; then select 1–2 students to share their ideas, such as:

- When we are referring to disadvantaged students, we are indicating any student who has a significant lack of access to a great education due to numerous factors. These factors might include language, socio-economic status, medical disability, or social emotional needs. For these students, a lack of access can negatively impact their educational experience.

What do you think is meant by the phrase "high-needs students"?

Listen in to partnerships as students discuss; then select 1–2 students to share their ideas, such as:

- A student who is high-need is one who requires extra support. This support can look extremely different from one to another, but it is more than the baseline support levels provided in classrooms.

Let's continue to examine how this law correlates to IDEA and how this legislation continues the pursuit of language justice.

READING ALOUD / ENGAGE (15 MINUTES)

In today's lesson, we are going to dive into ESSA law. Remember, laws are chunked into sections that contain similar and relevant ideas or information, similar to sections in an article or chapters in a book. The names of each portion of legislation can differ depending on where the legislation was written. The ESSA legislation has 8 of these sections, and each of these are called Titles. We are going to focus on Titles I and III.

Let's begin in Title 1, Section 1401, subsection a, clauses 1 and 2. The name of this title is Purpose and Program Authorization, so we know that the information in this section will give us a general idea of the intention of the law.

Read clause 1 through clause 2 (see below for stopping point):

"...to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment."

Class, what does the word "institutionalization" mean in this context?

Listen in to partnerships as students discuss; then select 1–2 students to share their ideas, such as:

- We often hear “institutionalized” in the context of an individual being forced to reside and conform to the ways of a larger acting force.
- In the context of schooling, this word might suggest that students are expected to conform to the expectations of their schools. However, the law indicates that this is not intended to be their endpoint.

We are now focusing on the “purposes” subsection as it is important for us to understand the intent behind the law. Laws can always be used to suit the purpose of those who understand them, but the truth behind the intention of its creation gives us insight into what our elected officials and larger community held important at the time of its creation.

Let’s begin in Section 3102 subsection a, clause 1.

Read: “The purposes of this part are--

(1) to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English...”

This is the first section one would read when they begin in this section. Why would lawmakers include the phrase “including immigrant children and youth” in their opening wording?

Listen in to partnerships as students discuss; then select 1–2 students to share their ideas, such as:

- When laws include general populations of people, the case can be made to include or exclude specific populations. In the case of this law “immigrant children and youth” was an amendment made to clarify that this population still has rights to equitable education.

Read: “(2) to assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet...”

What do we believe that “high levels in academic subjects” would mean?

Listen in to partnerships as students discuss; then select 1–2 students to share their ideas, such as:

1. The law indicates further down in the clause that the state standards are the measuring point thus states should be responsible for determining academic success.
2. The language “high levels” could be open to interpretation (grades, overall GPA, passing vs. failing a class, etc.)

Let’s continue to read the rest of section 3102.

Have students independently read subsections 3-5.

DISCUSS (10 MINUTES)

Yesterday, we read ESSA, and today, we examined IDEA. Let’s analyze the interconnectedness of these mandates in regards to language justice. First, I want to ask us to consider:

In what convergent or divergent ways do these laws ensure equitable access to education and language support for multilingual learners?

Exemplar Responses:

1. In both ESSA and IDEA the legislation emphasizes the importance of appropriate and adequate educational support. The legislation works to do this through the promotion of equity and inclusivity within the school setting. IDEA and ESSA also both indicate that high school is not the ultimate objective for the students that these laws serve; the language and phrasing of the legislation directly states that students should be prepared to live a fulfilling life as members of their communities.
2. While both laws advocate for equity in education, the legislation works in tangential ways. IDEA focuses on ensuring the rights of students with disabilities are upheld. This legislation focuses on ensuring that accommodations and supports foster the success of students with disabilities. Multilingual learners may qualify for support under this law if they have a qualifying disability, but the IDEA legislation does not inherently focus on this student population. ESSA, on the other hand, works to provide opportunities to all children. Legal status and language barriers do not exclude students from protection under this legislation.

Now that we have examined the intersection between these two mandates, let’s begin to push ourselves to reflect within our own context.

How might schools and educators effectively address the unique needs of students who require language support and special education services?

Supplemental Questions:

- *How does ESSA law contribute to language justice by addressing the language needs of English learners?*
- *How does IDEA law promote language justice for students?*
- *How do these laws work together to ensure that language access is provided to students with diverse linguistic and learning needs?*
- *How can schools foster collaboration between all stakeholders in a students' education to ensure that comprehensive support is being given?*

WRITE (10 MINUTES)

You will now respond to this question individually in your own writing.

According to these two laws, what are some key actions that educators and schools should take to meet their legal obligations to support students with diverse learning needs?

In your response, include direct actions that stakeholders may take in order to uphold these legal requirements.



EXIT TICKET

1. **According to ESSA law, what is a key aspect of language justice?**
 - a. Declaring a single language dominance in educational settings.
 - b. Disallowing multilingual learners (MLs) to participate in general education setting.
 - c. Reducing support for multilingual learners in the classroom.
 - d. Recognizing the importance of effective communication for all students.
2. **How does the ESSA law address the language needs of multilingual learners?**
 - a. By providing comprehensive language support programs and resources.
 - b. By discouraging the use of students' native languages.
 - c. By creating separate educational tracks for MLs with disabilities.
 - d. By excluding MLs from receiving special education services.
3. **In part A, section 3102, subsection 4 states “to develop and enhance their capacity.” What does this phrase indicate is required of all educational stakeholders?**

Exemplar Response:

Educational stakeholders should take time to learn about multilingual learners, about the best ways to support multilingual learners, and about how they should support them in classes. By learning and training for this, educational stakeholders can support more students effectively.