



## 9-12 | Lesson 6



# LESSON 6

## TEXT TITLE

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IDOE English Learning Guidebook 2022 Chapter 1; pages 4-8.

**Teacher Note:** The IDOE guidebook is updated yearly. The newest iteration will likely be available at the time of implementation of this curriculum. Page numbers will shift.

## TEXT MAIN IDEA

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The IDOE guidebook gives parameters for how and why students are identified as English Language Learners. Identifying the support a student needs and providing that support should be based in best practices and rooted in equity. Chapter one of the guidebook revisits the legal definition of a multilingual or English language learner. The chapter also passes back through key legislation that have helped shape the parameters and framework for identification, placement, and support of multilingual learners.

## ESSENTIAL QUESTION

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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

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

- In Indiana, the guidelines for identifying and supporting MLs are directly related to federal guidelines.

### LITERACY OBJECTIVE

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

- Draw connections between various real-world texts.

### STANDARDS ALIGNMENT

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- Delineate and evaluate the arguments and specific claims in U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; analyze the impact of false statements and fallacious reasoning. (11-12.RN.4.1)

## MODEL OR SHARED WRITING (10 MINUTES)

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### Teacher Note:

- Consider providing students with this Do Now to build background: During the Do Now portion of the lesson, have students preview, generate questions, and formulate a prediction of the text in alignment with the SQP2RS strategy of reading support for learners. Students can refer back to the Do Now throughout the text to guide them in their analysis.
- During the Survey box, students are previewing the text in 1-2 minutes to ideate about what they will learn. They should look at the titles, headings, and read the first 1-2 paragraphs. They can then respond in the student response section to hypothesize what they think they will learn about.
- Then, students can work independently or in groups to formulate 2-3 questions that they think the text will answer.
- Finally, students can work to create 3-4 predictions about the text's central idea. These should relate to the questions.

SQP2RS	Student Response
Survey	
Question	
Prediction	
Read and Respond	
Summarize	

*Today's text will review previously learned legislation, introduce new legal parameters, and connect how they all work in Indiana specific policy.*

*It is important to note that legislation is the foundation of the educational ecosystem. Public schools must adhere to legally-binding provisions. Every state also has a department of education whose job it is to uphold these laws and enforce them within the various schools. States set guidelines for public schools that they support. In Indiana, we have guidebooks which lead educators and administrators and all stakeholders through what is expected and allowed within the scope of a school. Let's introduce ourselves to the IDOE English Language learner guidebook. This is the guide that schools should use to understand how they should be supporting multilingual learners in their districts.*

## READING ALOUD / ENGAGE (15 MINUTES)

### Teacher Note:

- You can use the Read and Respond section of the Do Now paper to engage students in a think, write, share, revise cycle throughout this engagement section.
- Prepare for the “target phrases” introduction by having the definitions pre-written and visible for students.

*Before we read, I want us to consider four target phrases which you will need to use to both analyze and conceptualize what we will be working on today. These phrases are **language justice**, **linguistic diversity**, **educational equity**, and **cultural responsiveness**. We already have a definition for language justice on our unit note catcher. Let’s look at the definitions for the other terms.*

- **Linguistic diversity:** *The broad way in which people communicate as it relates to language.*
- **Educational equity:** *the fairness and access to opportunity within education.*
- **Cultural responsiveness:** *The ability a person or organization has to learn about, accept, and value those with different beliefs and cultures.*

*Examine these definitions for one minute and think to yourself about where these have shown up over the course of the unit thus far. In one minute, you will share your thoughts with a partner.*

**Launch students into the turn and talk/partner share. Listen for students to begin to build the bridge between previously learned legislation and what they will be discussing today.**

*I heard many of you state\_\_\_\_\_. What I want us to realize is that these broad terms refer to some of the important, positive outcomes that we want to see happen as a result of excellent multilingual education. You might see these terms appear again throughout today’s lesson.*

**Read “An Introduction to English Learners in Indiana.”**

*In lines 1-3, What vision is the Indiana Department of Education setting for educators in the state?*

**Listen in to partnerships as students discuss; then select 1–2 students to share their ideas, such as:** The state believes educators should provide an equitable experience for English language learners and that supporting these learners is an essential part of the goals of the state.

*Let’s dive into paragraph 2. “Over 129,000...”*

*Why would this data be significant for educational stakeholders to have at the beginning of this guidebook?*

**Listen in to partnerships as students discuss; then select 1–2 students to share their ideas.**

*Let's look at this line: "Whether a local educational agency (LEA) has one EL or thousands, they are obligated to meet certain federal requirements for their students."*

*What is the significance of the word "obligated" in this context?*

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

- In this context, the word "obligated" helps us to understand that these requirements are not optional for schools; there are laws which mandate their practices. If schools do not follow the laws, there could be consequences.

**Read through *Lau v. Nichols* (1974).**

*This is a court case that we will examine further in a later lesson. Why is this case relevant to those of us sitting in Indiana classrooms?*

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

- Providing multilingual learners with exactly the same materials, teachers, etc. as everyone else is not equitable. When schools do this they are potentially prohibiting a student to access an equitable education because those students might not have proficiency in the language.

**Read through *Castañeda v. Pickard* (1981).**

*This case helped to develop a three-pronged test that states should use to evaluate school programming. Does having a standard measurement of effectiveness help promote equity? Why/Why not?*

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

- Schools still have a lot of freedom to choose the programming that they want to.
- When you root programming in approaches that are proven or tested by "experts" in the field, it helps to ensure that students receive a high quality of supports.
- Because the three prongs are so broad, an argument can be made to continue with a number of programs and/or systems even if they are not producing results.

**Read through the end of the document.**

*One really big idea that I'm walking away with from this document is that schools choose how they will support their population of learners.*

## **DISCOURSE (10 MINUTES)**

**Teacher Note:** Consider dividing students into small groups to allow more rounds of discussion from each participant.

*Let's think through the text again now together and begin to apply this knowledge to our larger unit.*

*What key practices/principles were mentioned in the IDOE Chapter 1 that help to promote language justice?*

### **Exemplar responses:**

- The text emphasizes the importance of access and how schools should support access by supporting the linguistic needs of students. In this way, schools are cultivating educational equity.
- In Chapter 1, there is a strong push for schools to rely on data-driven and expert tested practices. By doing this, schools put resources towards what is most beneficial for these students.
- Throughout Chapter 1, the IDOE indicates the importance of a differentiated instructional approach. Students should be receiving what they need and what will help them have the best possible educational experience.

### **Supporting Questions:**

1. *How does the IDOE state that schools must measure the equity of their practices for multilingual learners?*
2. *According to the guidebook, is it equitable for multilingual learners to always receive the same support as everyone else in the classroom?*
3. *Does the guidebook say anything about schools needing to be culturally responsive?*

## **WRITE (10 MINUTES)**

*Individually, you will now have a chance to reflect further on today's lesson. Our question for today is:*

**In what ways does Chapter 1 of the IDOE guidebook indicate a relationship between law, language justice, and the actions that occur within a school? Include specific examples in your response.**



**Exemplar Response:**

*Chapter 1 of the IDOE guidebook underscores the relationship between the law and language justice through addressing the legal obligations that the state has to support multilingual learners. The guidebook emphasizes the federal laws such as the Equal Education Opportunities Act (EEOA) and the Every Student Succeeds Act (ESSA) that mandate the responsibilities schools have to these learners. An inclusive learning environment has to be created for students and the chapter emphasizes that this work must be done through culturally responsive practices such as sending home parent communication in the most appropriate language, tailoring the instructional protocol to match the linguistic profile of each student, and celebrating the various experiences of the diverse learners. These all serve as a framework for explaining how law becomes application when supporting language justice initiatives and educational settings.*



## EXIT TICKET

- 1. Which of the following practices aligns with what the IDOE ELL guidebook chapter 1 indicates as an inclusive approach?**
  - a. Placing all multilingual learners into the same courses and with the same teachers.
  - b. Promoting and valuing different languages.
  - c. Sending home all parent notifications in English so that parents can engage with the school.
  - d. Using only class materials for ELLs which were created by a teacher without being expert reviewed.
- 2. Which of the following reasons best describes why the IDOE includes data within the first few paragraphs of the guidebook?**
  - a. The data indicates the level of need for supporting multilingual learners in schools.
  - b. The data explains why the guidebook has been created.
  - c. The data aligns with each law and the reason that the laws were passed.
  - d. The data helps to prioritize academic achievement.