

A background photograph of four diverse children in a classroom setting. A young boy with dark, curly hair is in the center foreground, smiling broadly. Behind him, a girl with red hair and another boy are visible, also smiling. To the right, a girl with blonde hair in a ponytail is partially visible, looking towards the camera. The background shows bookshelves filled with books.

# Workgroup on English Learners (ELs)

# Note to Attendees

This meeting is being recorded and livestreamed via MSDE's YouTube channel.

# Presentation Outline

1. Welcome
2. Guiding Question – How can Maryland align the science of reading and structured literacy with best English language development practices to improve reading outcomes for English learners?
3. Spotlight on National Best Practices and Research
4. Maryland Existing Policy and Practices
5. Discussion and Recommendations

# Spotlight on National Best Practices and Research

## Panel Discussion

- Dr. Elsa Cardenas-Haagan, President of Valley Speech Language and Learning Center, University of Houston, Research Associate
- Dr. Antonio Fierro, Chief Impact Officer for Educator Preparation and Curriculum, Barksdale Reading Institute
- Dr. Claude Goldenberg, Professor of Education, Stanford Graduate School of Education

# Spotlight on National Best Practices and Research

## Panel Questions

- What are the key findings of your research regarding the science of reading and ELs?
- How do the challenges of learning to read for ELs differ from non-ELs?
- What do educators need to know to improve EL reading success?
- What are the key components of early literacy development for ELs?
- What are your policy recommendations for improving literacy skills for ELs?



# Maryland Existing Policy and Practices

# Maryland Leads

Maryland Leads is a new grant initiative designed to support Local Education Agencies (LEAs) in utilizing federal funds to overcome the learning loss resulting from the COVID-19 pandemic, accelerate student learning to narrow opportunity and achievement gaps, and provide more targeted support for historically underserved students and their communities.



Grow Your Own Staff



Staff Support & Retention



The Science of Reading



High-Quality School Day Tutoring



Reimagining the Use of Time



Innovative School Models

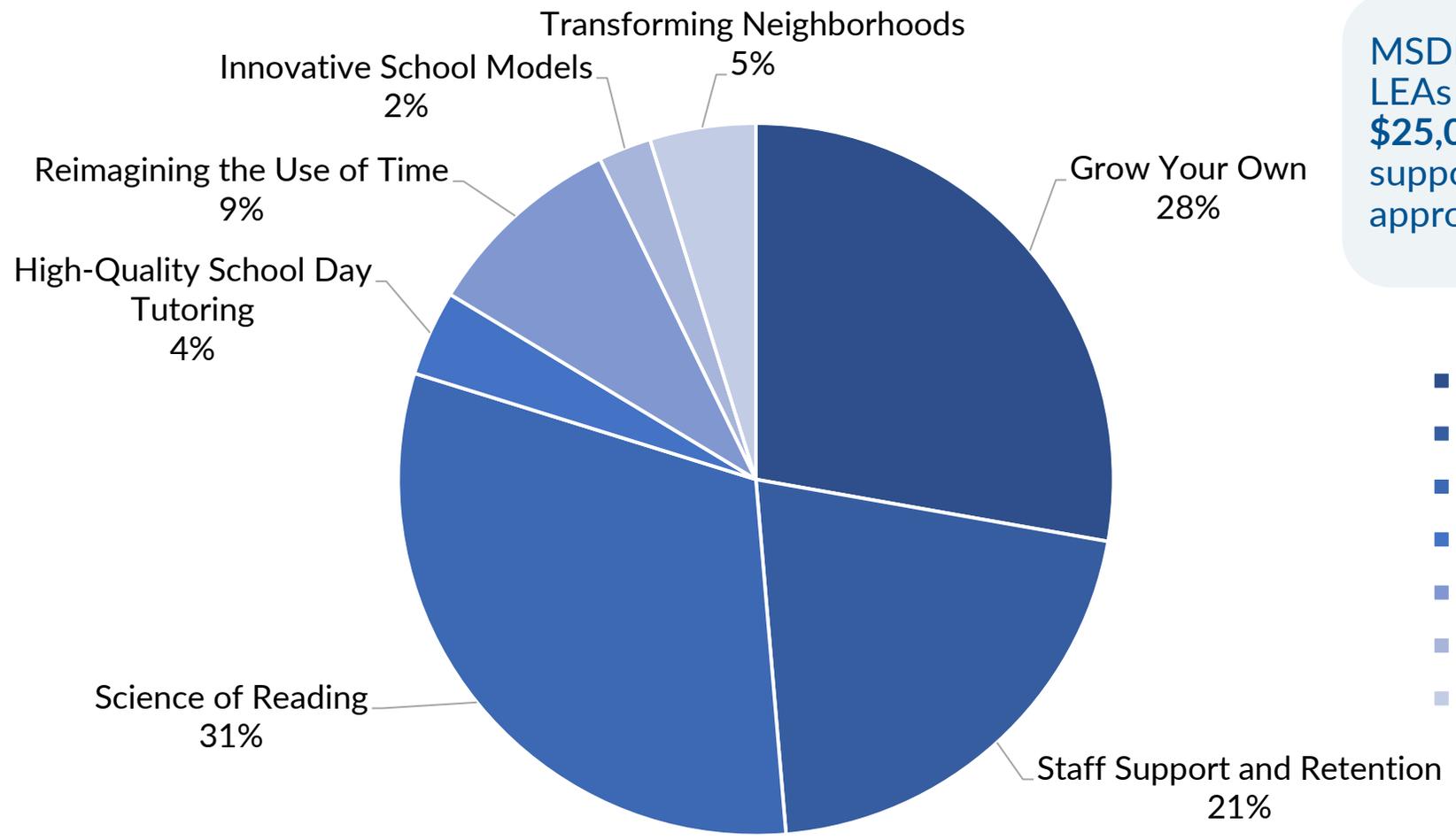


Transforming Neighborhoods through Excellent Community Schools

- Each strategy contains focus areas and best practices from the field.
- LEAs will have the opportunity to work with best-in-class partners to execute approved plans.

**Distribute \$165M+ ESSER State Set-Aside funds to LEAs through a non-competitive but highly-selective grant process.**

# Maryland Leads Program Investments, Awarded Funds by High Leverage Strategy Area



MSDE awarded **\$170,500,000** to LEAs and generated an additional **\$25,000,000** in local matching support for Maryland Leads approved programs and activities.

- Grow Your Own
- Staff Support and Retention
- Science of Reading
- High-Quality School Day Tutoring
- Reimagining the Use of Time
- Innovative School Models
- Transforming Neighborhoods

# Science of Reading

22  
Number of LEAs

Total Investment  
(including matching)

\$53,252,654

All K-3 teachers, special educators, literacy specialists, and principals in 22 of 24 LEAs will be trained in the Science of Reading instruction and the LEAs also commit to adopt and scale high-quality, content rich, culturally-relevant instructional materials aligned with the Science of Reading.



LEAs that choose this strategy must implement all three focus areas or provide rigorous evidence of existing implementation for MSDE approval.

### Focus Areas

- ◆ Contract with a service provider to provide training directly to all K-3 teachers, including special education teachers, principals, and other relevant staff or to a cadre of LEA staff who can provide training to other staff through a trainer-of-trainer model.
- ◆ Identify and implement high-quality, content-rich instructional materials and assessment tools aligned to the science of reading.
- ◆ Create systems for progress monitoring to ensure all students are reading by the end of third grade and have the appropriate supports if still struggling with reading beyond third grade. This includes the use of universal screeners as required by Maryland's Ready to Read Act.

### Inspiration from the Field

<p>&gt; <a href="#">One Pennsylvania District's Investment in the Science of Reading</a></p> <p>NPR</p>	<p>&gt; <a href="#">The Science of Reading - A Relief to North Carolina Teachers</a></p> <p>EducationNC</p>	<p>&gt; <a href="#">Podcast: High-Quality Instructional Materials and the Science of Reading in Practice</a></p> <p>Education Trust</p>
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### Additional Readings

- [Supporting Struggling Readers - Education Week](#)
- [Reading: A Four-Part Documentary Series - APM Reports](#)
- [Rethinking How to Promote Reading Comprehension - American Educator](#)
- [Curriculum Case Study: How One School District in the 'Nylon Capital of the World' Once Faced State Takeover for Poor Performance, then Became Among the Best in Delaware - The 74 & Learn More in This Podcast About Seaford, Delaware - The Education Trust](#)
- [Improving Reading for Older Students with David Liben \(Part 1\) - Melissa and Lori Love Literacy Podcast](#)

### Potential Use of Funds

<p>📦 Supplies and Materials</p> <p>📖 Instructional Materials</p> <p>💰 Stipends</p>	<p>📊 Assessments</p> <p>👤 Training and Professional Development</p>	<p>🗣️ Consulting, Technical Assistance</p> <p>💰 Non-Personnel LEA Implementation Costs</p>
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### Partnership Requirement

LEA works with qualified partner(s) to ensure all eligible teachers and other relevant staff participate in rigorous professional development aligned to the science of teaching reading.

# Maryland Leads: The Science of Reading

*Provide opportunities to all K-3 educators, special education teachers, principals, literacy specialists, and other relevant staff to participate in rigorous professional development aligned to the science of reading and ensure the LEA will utilize core curriculum and supplemental materials that are high-quality, content-rich, and culturally-relevant.*

- **Frederick County:** Teachers in K-5 (including Special Education, intervention and English Learner teachers) and administrators will receive professional learning on the Science of Reading as part of the implementation of a comprehensive, high-quality, content-rich reading and writing program.
  - By September 2024, 100% of current K-5, Special Education, intervention and English Learner teachers and administrators will receive rigorous professional learning aligned to the Science of Reading with 85% rating the experience favorably.
- **Cecil County:** Create a science of reading community of practice for teacher leaders who completed the science of reading training, special educators implementing literacy programs, and Title I teachers. This group of teacher leaders will develop PD and tools focused on evidenced based literacy practices.
  - 75% of teachers will express increased confidence in their ability to utilize instructional practices and the number of students in Tier 2 and Tier 3 programs will decrease by 10% as measured by the Acadience grade level progress monitoring and benchmark proficiency levels in 2 years.

# Maryland Leads: The Science of Reading

- **Allegany County:** In order to ensure that more rigorous, evidence-based content rich materials are in place, a Reading Leadership Team will work to explore new high-quality instructional materials. The team will consist of teachers, special educators, administrators, and literacy coaches. A structured process to review materials and practices from the approved partners list will be used. The committee will review research connected to partner program curricular materials, evaluate the material samples, and utilize rubrics to determine which program will most likely fill gaps in existing materials. Classrooms will be selected to pilot identified materials and practices. Using feedback from the rubrics and pilot teachers, the most effective resource aligned to the SoR will be chosen for integration into the comprehensive reading program.
  - By the 2024 EOY screener administration, the number of students identified as on or above benchmark at each grade level will increase to at least 65%.
- **Prince George's County:** Provide initial training to prepare teachers and instructional leaders to implement mCLASS with DIBELS 8th Edition with fidelity.
  - 100% of current K-3 teachers, including special education teachers, principals, and other relevant staff will receive rigorous professional development on mCLASS with DIBELS 8th Edition by September 2024.

For more detailed information on Maryland Leads grants, go to:

[MarylandPublicSchools.org/MDLeads](https://MarylandPublicSchools.org/MDLeads)

On this page, there are one-pagers for each LEA. Each informational one-pager includes summary information about awarded and approved program activities and expected outcomes for those respective activities, by strategy area.



## Maryland Leads LEA Summary

**LEA:** Queen Anne's County Public Schools

**Selected Strategies:** Grow Your Own Staff, Staff Support and Retention, The Science of Reading, High-Quality School Day Tutoring, Reimagining the Use of Time, Innovative School Models, Transforming Neighborhoods through Excellent Community Schools

**Summary of Identified High Leverage Strategies:**

**GROW YOUR OWN STAFF (\$682,621)** - Launch initiatives to grow the pipelines of teachers and other professional support staff. Specific activities include:

- Establish new pathways to become a teacher, including Teaching Assistant- to-Teacher programs.
- Increase recruitment to diversify the teacher population and build pipelines for hard-to-fill areas such as math, science, special education, bilingual, and Career Technical Education (CTE); and
- Design an Aspiring Leadership Cohort for administrative and leadership positions.

**Expected Impact**

- At least 12 staff complete a pathway towards certification; and
- Retain at least 10 staff as paraprofessionals while working towards teaching certification.

**STAFF SUPPORT AND RETENTION (\$4,160,489)** - Design initiatives focused on supporting and retaining staff. Specific activities include:

- Provide a staff retention incentive for returning school-based personnel for the 22-23 school year;

# Cecil County Public Schools

Sherry Eichinger-Wilson, Instructional Coordinator for Elementary Language Arts

Tammy Zino-Seergae, Instructional Coordinator for World Languages and ESOL



# Discussion and Recommendations

# Review Preliminary Recommendations from 2021 Interim Report

1. Identification and support for young dual language learners
2. Maryland bilingual teacher certification
3. All teachers prepared to serve English learners
4. Teacher pipeline
5. Scale two-way immersion programs
6. Support and sustain multilingualism by promoting an asset-based approach
7. Equitable communication with multilingual families
8. Inclusive and valid assessments for multilingual learners

# Review New Recommendations

## 9. Funding allocations and spending decisions that support success for ELs

- Provide targeted grant funding to LEAs that implement two-way immersion programs
- Establish a method to support LEAs that serve small EL populations
- Identify specific uses for EL funding
- Provide guidance for LEAs and schools on braiding funding

# Review New Recommendations

## 10. Transparent and equitable accountability and reporting

- Design and implement multiple pathways for EL reclassification
- Expand reporting to include progress and performance of ELs at all stages of English language development
- Refine the Maryland definition of long term ELs (LTELs) and include them in data reporting

# Review New Recommendations

## 11. Effective English language development (ELD) programs

- Include indicators for ELs in Maryland's new high quality instructional materials (HQIM) review process
- Develop a process to review HQIM for ELD programs
- Establish expectations and tools for high quality ELD programs

# Review New Recommendations

12. Literacy instruction aligned to the science of reading that meets the needs of multilingual students

- Strategies and support for leveraging ELs' home language in the implementation of science of reading literacy programs

# Review New Recommendations

## 13. Support and pathways for secondary ELs

- Ensure that ELs have access to College and Career Ready (CCR) pathways
- Provide dual enrollment opportunities for ELs
- Implement specialized high school programs and supports
- Strengthen the definition of students with limited or interrupted formal education (SLIFE) and develop resources for LEAs

# EL Blueprint Workgroup Website

<https://www.marylandpublicschools.org/Blueprint/Pages/ELBlueprintWorkgroup/index.aspx>

**BLUEPRINT**

**Policy Areas + Initiatives**

- Early Childhood Education
- High Quality and Diverse Teachers and Leaders
- College and Career Readiness
- More Resources to Ensure that All Students are Successful
- Governance and Accountability

**Initiative Spotlight**

- English Learners Blueprint Workgroup
- NBCT Program

**Get Involved**

- Provide Feedback

**English Learners Blueprint Workgroup**

**The Blueprint Provides EL Programs with Data-Driven Structure and Resources**

To transform Maryland's education system to a world-class model for every student, the Blueprint for Maryland's Future established the Workgroup on English Learners (ELs) in Public Schools. With a focus on those who have been historically underserved, this workgroup is charged with accelerating the academic achievement of more than 88,800 multilingual students. Serving a growing population of emerging bilingual students, MSDE is working to provide technical assistance to support local school systems in delivering high-quality English language development programs. The purpose of the workgroup is to collect data, study national and international best-in-class practices and make recommendations for implementing and scaling those practices in Maryland public schools. This work will lead to two reports that will drive and deliver on the promise of an excellent education for our multilingual students. An [interim report](#) is due by December 1, 2021 and a final report is due by December 1, 2022.

- [Interim Report: Workgroup on English Learners in Public Schools](#) 📄 December 2021
- [Interim Report: Workgroup on English Learners in Public Schools \(Spanish\)](#) 📄 December 2021

**General Resources**

- [Workgroup Members](#) English Learners Workgroup Laws:
- [Workgroup Requirements](#) House Bill 1300 (EL Workgroup) 📄
- [Meeting Schedule](#) House Bill 1375 (EL Workgroup) 📄

**Next Meeting:**  
Thursday, March 24, 2022 3:00 – 5:00 p.m.

**Meetings**

**Workgroup Meeting - February 11, 2022**

Guiding Questions:

- What challenges do multilingual families face navigating the educational system in Maryland?
- How can the EL Workgroup collaborate with community organizations to establish a comprehensive language access policy?

- [Agenda](#)
- [Meeting Materials](#)
- [View the EL Workgroup Meeting](#)  
(Closed captioning is available in multiple languages.)

**Next Meeting**  
**October 22, 2022**  
3:00 – 5:00 p.m.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

# Maryland Public School Survey

This survey is intended to allow everyone in the state to provide information that will be the basis for transformative change. Please use this survey as an opportunity to share your thoughts.

[MarylandPublicSchools.org/Survey](https://MarylandPublicSchools.org/Survey)

Connect with the MSDE Blueprint implementation team: [Blueprint.MSDE@Maryland.gov](mailto:Blueprint.MSDE@Maryland.gov)

# BLUEPRINT

FOR MARYLAND'S FUTURE

More information can be found on MSDE's Blueprint webpage:

<https://www.marylandpublicschools.org/Blueprint/Pages/Overview.aspx>

To provide feedback on the EL Workgroup or Interim Report:

<https://news.maryland.gov/msde/contactmsde/>