

Improving the Title III Plan
Guiding Questions When Addressing Each Aspect of the Program
Based on MDE's Program Evaluation Tool (PET)

READINESS: Instructional Program & Strategies

- a. What is the evidence and what does it show regarding stakeholder understanding of the need as well as stakeholder ability to articulate the research regarding the choice of the plan with its strategies?
- b. What is the evidence and what does it show regarding stakeholders having a shared vision and purpose for the work and a strong commitment to the program plan?
- c. What is the evidence and what does it show regarding how stakeholder concerns were identified and addressed?
- d. What is the evidence and what does it show regarding the ability of staff and administrators to integrate the program strategies/activities with existing work

Also,

- e. Are the instructional design and strategies evidence/research-based rooted in second language acquisition and culture?
- f. Are there daily learning targets for ELs, focused on both language and content?
- g. Are standard assessments accommodations, appropriate to the level of each student's language proficiency, being implemented with fidelity throughout the year?
- h. Do teachers use formative assessment to progress monitor language development (aligned to standards)-checking for understanding and misconceptions?
- i. Is there buy-in from general education staff for the program design? Is there common planning time between general education and bilingual/ESL teachers?
- j. Is the time allotted to direct EL support sufficient in terms of intensity and duration? Are teachers seeing progress on language and content area assessments?
- k. Is instruction differentiated by proficiency level? Are students grouped heterogeneously so they can learn from peers?
- l. Are bilingual/ESL teachers providing direct support to kindergartners? (Not only monitoring)
- m. Are all teachers (general education and EL) focused on the ELP and content standards when instructing ELs? Do all teachers review ELP assessments and use flexible grouping based on gaps in mastery of such standards?
- n. Are the supplemental state and federal funds coordinated effectively so that ELs have access to robust interventions and extended learning experiences, in addition to their EL program of services?
- o. Is all the support supplemental without compromising focus on core subject areas?
- p. Is there meaningful access to core subject areas as well as direct English language instruction?

KNOWLEDGE/ SKILLS & OPPORTUNITY TO IMPLEMENT (teacher quality & professional development)

- a. What is the evidence and what does it show regarding staff and administrators' plan for how practice would change as a result of the program design?
- b. What is the evidence and what does it show regarding administrators' knowledge and ability to monitor and assess the effectiveness of the program?
- c. What is the evidence and what does it show regarding the sufficiency of opportunities for staff to learn knowledge and skills identified as essential (the non-negotiable or acceptable variations of the elements) to the program?
- d. What is the evidence and what does it show regarding staff ability to apply the acquired knowledge and skill?
- e. What is the evidence and what does it show regarding the sufficiency of administrative support to achieve the intended results?

Also,

- f. Has the district hired bilingual/ESL highly qualified (HQ) teachers to work with ELs?
- g. Are the ESL/bilingual teachers coordinating effectively with classroom teachers, guided by State language and content standards?
- h. Is there sufficiency of professional learning during implementation, including modeling and coaching?
- i. Are there sufficiency of resources – including financial and time - to achieve the intended results?
- j. Is the professional development plan guided by students' assessment results, both language and content?
- k. Is the professional development plan guided by staff's strengths and needs?
- l. Is the professional development plan ongoing, sustained and job-embedded?
- m. Does the professional development include professional learning on the WIDA and State content standards?
- n. Is all general education staff being trained on bilingual/ESL evidence-based best practices strategies?
- o. Are classroom teachers coordinating effectively and collaborating with bilingual/ ESL teachers? (lesson planning and preparation, model lessons, coaching, PLC).

IMPLEMENTED WITH FIDELITY

- a. What is the evidence and what does it show regarding the fidelity of implementation of the non-negotiable or acceptable variations of the elements of the EL program of services, including timelines and responsibilities?
- b. What is the evidence and what does it show regarding unintended consequences that may have occurred?
- c. What do student achievement results suggest for implementing/modifying the EL program of service? How might these affect the integrity of the results?

Developed by Shereen Tabrizi, Ph.D. Education Consultant Manager, Office of Field Services, Michigan Department of Education. Revised December, 2015

Also,

- d. Are all stakeholders (teachers, students, parents, administrators) involved in the implementation?
- e. Are administrators along with EL coaches (if applicable) progress-monitoring staff implementation of the EL program of services? Are lessons learned from such monitoring applied to further improve EL program implementation?
- f. Are collegial visits along with debriefing taking place among teachers?
- g. Is the relationship and partnership with parents strong? Are communications delivered in a language they understand? (meeting summaries, strategies to use with students, classroom procedures/expectations)
- h. Have parents been informed of the Title III targets and learning expectations?
- i. Are parents included in supporting second language acquisition?
- j. If included, are there specific strategies shared with parents to reinforce at home?

IMPACT: Program Evaluation/Accountability

- a. What is the evidence and what does it show regarding achievement of the measurable objective for ELs when compared to baseline state and local data? (State, local content assessments and ELP Assessments)
- b. What is the evidence and what does it show regarding achievement of the measurable objectives for ELs and their counterparts when compared to baseline state and local data?
- c. What is the evidence and what does it show regarding stakeholder (Staff, parents, students, administrators) satisfaction with the results?
- d. What is needed to maintain momentum and sustain achievement gains (where applicable)?
- e. How might these results inform the Title III Improvement Plan?

Also,

- f. Are both formative and interim assessments of ELs used by all teachers periodically?
- g. Do program staff examine ELP data regularly? (Formative, interim, state, and local assessments)
- h. Do school administrators partner and collaborate with the EL program staff in analyzing multiple data sets?
- i. Is the district reviewing the Title III Monitoring Indicators annually to identify areas for improvement?
- j. Are data sets identified and utilized to restructure and reform program elements that are not successful?
- k. Are data results shared with all stakeholders to derive implications for EL program improvement?