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News

➤ **English Language Proficient Assessment for the 21st Century (ELPA21) Test Item Developers Needed**

Ohio and 11 other states are working collaboratively to develop the English Language Proficiency Assessment for the 21st Century (ELPA21). This assessment will measure English Language Learners' mastery of communication demands of states' rigorous academic standards. There are various points in the development of ELPA21 where input from teachers and other educators is needed, the first of which is in the development and review of test items.

ELPA21 is seeking educators with experience working with English language learners from Ohio to work with the item development vendor, ETS, to write and review of more than 700 assessment items.

To be considered, please [click here](#) to submit your name, contact information, and experience for or you may contact the Lau Resource Center at Lau@education.ohio.gov or call 614-466-4109 for additional information.

➤ **ODE Honors Dr. Dan Fleck at his Retirement**

After 28 years of service with the Ohio Department of Education as a consultant in the Lau Resource Center for English as a Second Language Bilingual and Multicultural Education in the Center for Curriculum and Assessment, Dr. Dan Fleck retired from ODE on January 10th, 2014. During his tenure with ODE, Dr. Fleck spearheaded many initiatives that improved the quality of teaching and learning of English Language Learners in the State of Ohio. Celebrations on his last day in the office brought together ODE leadership and staff as well as colleagues from the Ohio ELL Advisory Committee from around the State. On behalf of ELL professionals Ms. Connie Reyes-Rau of the Hamilton County ESC presented a gift specially made in Peru. He will indeed be missed!

Professional Development Opportunities

➤ **Ohio Coalition for the Education of Children with Disabilities** presents: Dr. Virginia Collier and Dr. Wayne Thomas at its statewide multicultural conference – They will speak about "Educating English Language Learners for a Transformed World". The conference is on Thursday, April 10, at the Crowne Plaza Columbus North. Here is the [agenda](#).

➤ **OU CALL Conference Friday, April 11, 2014 at Ohio University, Athens, Ohio**
<https://sites.google.com/site/ohiocallconference2014/>

➤ [Interactive Audio Conference](#)- The English language learner: Ensuring Nondiscrimination

Updates from the Lau Resource Center – March 13, 2014

and Providing a Fee and Appropriate Public Education- 12 – 1:30 p.m. Tuesday, April 15.

- **TESOL Academy 2014 at The Ohio State University in Columbus, Ohio June 20-21, 2014**
Email edprograms@tesol.org with your name and contact information.
For more information about the TESOL Academy in Ohio, please visit [TESOL's website](#).
- **2014 Ohio TESOL Conference in conjunction with the Lau Resource Center will be**
Nov. 14 - 15, at the Columbus Convention Center and Hilton Columbus Downtown 401
North High Street, Columbus, 43215

Announcements and Reports

- **Third Grade Reading Guarantee and English language learners**

The Third Grade Reading Guarantee is in full effect for the 2013-2014 school year. Students in third grade must obtain a score of 392 or higher on either the fall or spring Reading OAA to be promoted to the fourth grade. However, English language learners who have been enrolled in U.S. schools for less than three years AND received less than three years of instruction in English as a second language program are exempt from retention. These students will still take the spring Reading OAA but will not have to obtain the 392 cut score for promotion. It is important to note that proper identification as English language learners in EMIS is sufficient evidence to receiving ELL services. As soon as a student is identified as an English Language Learner, the three years exemption clause begins. To determine the three years of enrollment in the program, count the number of days the student was in U.S. schools from the first day they were enrolled. This means that less than 540 days (three school years with each year being 180 days) will qualify a properly identified ELL student for the exemptions provided under the Third Grade Reading Guarantee law. Direct additional questions to: ODEThirdGradeGuarantee@education.ohio.gov or Lau@education.ohio.gov.

- **Annual Certificate of Appreciation from the Ohio Department of Education**

At the Friday luncheon of the Ohio TESOL conference, the Lau Resource Center of the Ohio Department of Education annually recognizes educators and school teams that go beyond the call of duty to improve the quality of teaching and learning for Ohio English language learners. These educators receive a certificate of appreciation signed by State Superintendent of Education Dr. Richard Ross.

Recipients of the 2013 annual recognition awards include Jill Kramer of Dublin City Schools, Carol Striskovic of Mentor Public Schools, and Sally Hahn of Dayton Public Schools. All three educators have shown special dedication to their work, improved student learning and enhanced their profession through collaboration.



Pictured left to right--Dan, Carol, Jill and Abdi

Articles

➤ **Accessibility Accommodations and Fairness in Ohio's Next Generation Assessments**

The second edition of the [Accessibility Features and Accommodations Manual](#) is a comprehensive policy document that provides guidance to districts and decision-making teams to ensure that the Mid-Year, Performance-Based, and End-of-Year Assessments provide valid results for all participating students.

As a participating state in Partnership for Assessment of Readiness for College and Careers, Ohio is committed to providing all students, including but not limited to, students with disabilities, English learners, and underserved populations with equitable access to high-quality, 21st-century assessments. [Read more.](#)

➤ **Arne Duncan: Schools Should Invest in 'Multiliteracy'**

With his still-new director of the Office of English Language Acquisition, U.S. Secretary of Education, Arne Duncan, is calling for public schools to sink resources into offering language-instruction programs that will increase the number of bilingual and multilingual students. [Read More](#)

➤ **English Language Learners with Disabilities
Online Modules on English Language Learners with Disabilities**

<http://www.ivared.info/training.html>

The IVARED project at the National Center on Educational Outcomes has launched a set of online learning modules to help educators look at issues surrounding students who are English language learners (ELLs) with disabilities. Access to the modules is free and open to all educators. Educators can register for a username and password, and then log in whenever they like to work their way through the modules. Most users take 70-90 minutes to complete all five sections: The Essentials, The Students, Participation, Accommodations, and Results.

➤ **New Family Educational Rights and Privacy Act (FERPA) guidelines from U.S. Department of Education**

The U.S. Department of Education's Privacy Technical Assistance Center (PTAC) released new guidance to help school systems and educators interpret and understand the major laws and best practices protecting student privacy while using online educational services.

The guidance summarizes the major requirements of the Family Educational Rights and Privacy Act (FERPA) and the Protection of Pupil Rights Amendment (PPRA) that relate to these educational services. It urges schools and districts to go beyond compliance to follow best practices for outsourcing school technology functions using online educational services, including computer software, mobile applications and web-based tools.

The guidance is online at <http://ptac.ed.gov>.

Resources

➤ **Reaching Every Student: New Online Learning Available for Teachers**

The research is clear—using high-impact formative instructional practices (FIP) in the classroom can translate to great gains in student achievement (Black & William, 1998). The four core components of FIP are:

- Creating and using clear learning targets and learning progressions
- Collecting and documenting accurate evidence of student learning
- Analyzing evidence and providing effective feedback
- Preparing students self-assess, reflect, and take ownership of their learning

These practices are particularly important for teachers charged with meeting the needs of students who are learning English. Through FIP Your School Ohio, the Ohio Department of Education, in collaboration with Battelle for Kids, has created resources to assist educators with formative instructional practices. All Ohio educators have access to free online learning modules, blended learning tools, templates, and content area examples.

Coming soon! New module for teachers of English language learners

The Formative Instructional Practices: English Language Learners module will help both classroom teachers as well as ELL teachers learn practices to better meet the needs of students who are learning English. In the module, teachers will see these practices in action, hear from teachers of English language learners, and gain valuable insights that can be applied in the classroom.

Visit www.FIPYourSchoolOhio.org to learn more and enroll in these modules. You can also submit your email address in the blue form to receive updates when new modules become available.

Want to share best practice articles or ELL resources for possible publication? Please contact the Lau Resource Center at Lau@education.ohio.gov

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