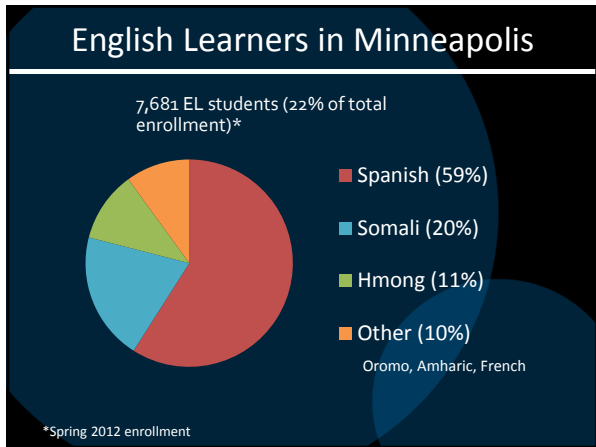


The English Learners Commission

Jana Hilleren
Multilingual Department Executive Director,
Minneapolis Public Schools

Muhidin Warfa, Director, EL Strategic Partnership

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The Catalyst: CGCS 2009 Study

“Succeeding with English Learners”

| St. Paul | Minneapolis |
|--|--|
| System-wide vision | No system vision or strategy |
| Stable leadership | Rapid turnover |
| Collaborative model | EL teachers isolated |
| Aligned EL instruction and core curriculum | Curriculum not linked to EL programming |
| Joint PD for EL and classroom teachers | PD does not address language development |
| Data guides instruction and PD | Little access to EL data |

Creating a Mission and Roadmap Multilingual Strategic Plan



The Multilingual Department empowers educators and leaders to develop language-rich learning environments that raise the achievement of English learners through:

- Consistent high-quality programming
- Research-based instructional strategies
- Shared accountability for student learning
- Affirmation and development of student, family, and community assets

April 2011: MPS Board of Directors establishes the English Learner Commission

| Teachers and Principals | District Leadership | State and National Experts |
|---|--|---|
| <p>Ahmed Ali, Ph.D. Executive Director of Heritage Academy, Minneapolis</p> <p>Meredith Davis Principal, Sanford Middle School, 2002-2011</p> <p>Sharon Kay Ornelas ESL Teacher, Edison High School (Nationally Board Certified)</p> <p>Ann Viveros ELL Lead Teacher, Andersen United Community School</p> <p>Lucilla Yira Principal, Windom Open School</p> | <p>Bernadeia Johnson, Ed.D. MPS Superintendent</p> <p>James Burroughs Executive Director, MPS Diversity & Equal Employment Opportunity</p> | <p>Lori Helman, Ph.D. University of Minnesota College of Education Co-Director of the Minnesota Center for Reading Research</p> <p>Virginia Pauline Rojas, Ed.D. ASCD Language Education Specialist</p> <p>Valeria Silva Superintendent, St. Paul Public Schools</p> <p>Anh Tran MDE English Learner Education specialist and Area Director for ESEA Programs</p> <p>Gabriela Uro Manager, ELL Policy & Research Council of Great City Schools</p> |

Role of the English Language Commission

| | |
|---|---|
| <p>Innovation To ensure that our plan to improve EL education is as strong and bold as possible.</p> | <p>Accountability To ensure that over its three-year life, the plan's implementation is</p> <ul style="list-style-type: none"> • strong, •monitored, and •responsive. |
|---|---|

Engaging All Stakeholders

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graph TD; A[Parent Resource Connection Groups] --> C((English Learner Commission)); B[English Learner Community Agencies/Leaders] --> C; D[Ongoing Focus Groups] --> C; E[English Learner Commission] --- F[Photo of meeting]
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Shift: Opening Lines of Communication

NEW
Multilingual
Call Center
612.668.0000

Our Call Center is launching information services in Spanish, Somali, and Hmong. Families can call one number to get their questions answered in their language.

Shift: Responsive Family Engagement

"I have been continually impressed with the efforts of Minneapolis Public Schools to proactively support incoming refugee families. The newcomer summer school program made a real difference for new students and families as they transitioned to their new lives in Minnesota."
Mohamed Muhamed,
Somali American Parent Association

"Once we realized how hard it would be for the families to make it to parent-teacher conferences, our teachers immediately suggested that we think differently about how we reach out to the families. They were just not comfortable with taking a pass on sharing information with these families."
- Principal Nancy Vague, Pratt Elementary

Shift: High Challenge, High Support Learning Environments

"Co-teaching has been one of the best initiatives for all learners and teachers."
- Jacques Elate Joss, Collaboration Cohort Participant

"Well, you see it's just that no one has ever cared about how I do in school. I told myself that since no one cares about me I am just not going to do anything ever again. Now you care about me, so I have to do my homework."
- Student at Sanford Middle



"Minneapolis is using technology in a purposeful way – they understand that digital learning is not about the tools but rather about collaboration, connections, creation, and critical thinking. It has been an incredible partnership with the teachers!
- Dan Flies, KidBlog.org Co-Founder

AMAO 1: Progress

| | 2012 | 2013 | 2014 | 2015 |
|------------------|-------|-------|-------|-------|
| State target | 30.56 | 32.79 | 35.01 | 37.24 |
| New State target | | 41.94 | 44.17 | 46.39 |
| MPS | 47.08 | 52.99 | | |
| Met target? | YES | YES | | |



Source: MDE's 2012 AMAO

AMAO 2: Proficiency

| | 2012 | 2013 | 2014 | 2015 |
|--------------|------|-------|-------|-------|
| State target | 8.33 | 10.43 | 12.53 | 14.63 |
| MPS | 8.88 | 12.25 | | |
| Met target? | YES | YES | | |



Source: MDE's 2012 AMAO

Moving MPS Forward:
El Commission Areas of Focus for 2013-2014

- Focused Instruction: Deep integration of language supports and a focus on implementation
- Refugee Newcomers
- Long Term English learners
- Legislative Agenda: Seal of Biliteracy and Expanding Funding for English learners

"People often say that children are our future. But let's be clear: their futures are shaped by the decisions we make and the actions we take. It's time to make things happen."
-Superintendent Bernadeia Johnson, Ed.D.

Multilingual Department



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