



SEC ELL –

What states have learned -- Utah

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# Aspects of SEC-ELL

- Recruitment of Teacher to Participate in SEC-ELL
- Understanding Language Demands
- Defining Instructional Responsibilities and Teacher Roles
- Investigating the Data
  - Percent ELL Students and Content
  - Making Warranted Inferences for Data\*



# Recruitment of Teacher to Participate

- Informational meetings with districts
- Facilitator meetings
- Effective models
- Timing is important


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# Understanding Language Demands

- Language demand is a new construct
- Individuals in districts had difficulty in agreeing with any definition of language demand
- It was useful to have data to use as examples of the emphasis on language demand

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# Defining Instructional Responsibilities and Teacher Roles

- SEC-ELL was a useful tool to focus attention on ELP standards
- Teachers were able to discuss their responsibilities for ELP instruction
- Significant discussions occurred on distinguishing ELP and ELA expectations



# Investigating the Data

- Nature of the alignment of instruction to standards
- Percent ELL students and content
- Making warranted inferences from the data

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**Questions?**

