

Supporting the Use of ESL Pro Resources

in States and Programs

Meeting the Language Needs of Today’s Adult English Language Learner

Study Circle Facilitator’s Guide

# Background

The professional development resources in the U.S. Department of Education Office of Career, Technical, and Adult Education’s ESL Pro[[1]](#footnote-1) collection were designed based on current knowledge of how to effectively accelerate learning to support English language learners (ELLs)[[2]](#footnote-2) to achieve their goals. These materials are timely given the expectations outlined in the Workforce Innovation and Opportunities Act (WIOA), which was signed into law in 2014.

The three thematic suites of ESL Pro were designed to help programs serving English learners to:

1. increase the rigor of (English as a second language [ESL]) instruction,
2. integrate digital literacy into ESL instruction, and
3. contextualize instruction to prepare English learners for work and support learners onto career pathways.

The following resources are available for each of the three ESL Pro thematic suites. This study circle supports the implementation of the Meeting the Language Needs of Today’s English Language Learner (Increasing Rigor) thematic suite of materials.

| **Themes** | **Research Brief****For All** | **Companion Learning Resource****(digital magazine)****For Teachers** | **Online Module****For Teachers and Administrators** |
| --- | --- | --- | --- |
| **Meeting the Language Needs of Today’s Adult English Language Learner****(increasing rigor)** | Presents an overview of the need for increased rigor  | Provides examples of instructional models, strategies, tools, and tasks for increasing the rigor  | Explores how to integrate academic language, reading and listening strategies, and critical thinking at all levels  |
| **Integrating Digital Literacy into English Language Instruction** | Overview of digital literacy for ELLs | Offers numerous examples of instructional models, strategies, tools, and tasks for integrating digital literacy into English Language Acquisition (ELA) programs[[3]](#footnote-3) | Discuss how and why to incorporate digital literacy skills in all types of programming for adult ELLs |
| **Preparing English Learners for Work and Career Pathways** | Overview of how to connect English language acquisition to career pathways | Explains and demonstrates key concepts in contextualizing instruction to support and prepare English learners at all levels for work and career pathways | Addresses programmatic issues as well as examples that speak to curriculum development and classroom teaching |

Here you will find more detailed descriptions about the materials included in this thematic suite.

* [Issue Brief: Meeting the Language Needs of Today’s Adult English Language Learner](https://lincs.ed.gov/publications/pdf/ELL_Increasing_Rigor_508.pdf)This issue brief presents an overview of the need for **increased rigor** in *all* English language acquisition programs, whether in a literacy-level class for newcomers or a contextualized career pathways program. The brief also:
	+ provides a synthesis of the research that supports the need for increased rigor in Adult ELA programming;
	+ delineates the elements that should be systematically integrated into instruction, including academic language (e.g., complex texts, expressing cause and effect), language strategies (e.g., listening or reading for different purposes, inferring meaning from context, recognizing attitude), and critical thinking (e.g. recognizing and solving problems, analyzing relationships between ideas, evaluating evidence, or applying ideas to a new situation) all of which have been shown to be critical for full access to academic and work opportunities; and,
	+ includes suggestions for how administrators can support these efforts.
* [Companion Learning Resource: Meeting the Language Needs of Today’s Adult English Language Learner](https://lincs.ed.gov/sites/default/files/LINCS_CLR-3_508.pdf)This digital magazine is a practical, comprehensive instructional resource written specifically for teachers. It provides numerous examples of instructional models, strategies, tools, and tasks for increasing the rigor of English language instruction. The Companion Learning Resource complements the issue brief, synthesizes important concepts from other seminal works, and is intended to help practitioners integrate new knowledge and skills into their teaching. Key concepts include:
* recognizing the need for instruction and accompanying professional development that support the language demands of rigorous college- and career-focused content;
* engaging learners in increasingly complex texts, especially informational texts, while building students’ content knowledge;
* expanding problem-based and project-based learning into academic subjects; and,
* understanding reading instruction for adult English language learners, including the role of culture, background knowledge, and oral language.
* [Professional Development Module: Meeting the Language Needs of Today’s Adult English Language Learner](https://courses.lincs.ed.gov/1/)

This online, self-accessible module contains four units thataddress the increasingly complex language and critical thinking skills adult ELLs need for success in today’s world. Unit 1 introduces the rationale for increasing the rigor of instruction. In units 2-4, instructors explore how to integrate academic language, reading and listening strategies, and critical thinking at all levels of instruction with adult ELLs. All units include learner vignettes, videos, and sample lessons for all program types, from literacy-level through career pathways. Each unit contains readings and reflection activities for both instructors and administrators as well as supports for teacher development at the program level.

The goal of this module is to give practitioners tools for providing rigorous instruction that helps all ELLs transition achieve their work and education-related goals. It helps instructors of adult ELLs create lessons and evaluate instruction and learning through a “transitions” lens. It provides program administrators with guidance for decision-making at the program level that reflects the goal of meeting student language demands through increased instructional rigor for all adult ELLs. Curriculum developers will gain an understanding of expectations and share a common language with teachers.

## Study Circle Model

This study circle reflects current research on effective professional development. High-quality professional learning:

* engages educators actively in learning;
* involves a series of connected learning opportunities over an extended period of time;
* supports educators in deepening and enhancing their skills and content knowledge;
* challenges educators’ assumptions;
* involves educators in interacting with one another; and,
* receives administrative support.

This study circle was designed to align with these aspects of high-quality professional development. To learn more about leading a study circle, explore the study circle facilitator’s guide developed by the National Center for the Study of Adult Learning and Literacy <http://www.ncsall.net/fileadmin/resources/teach/adult_reading_scg_tips.pdf>.

## References

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Guskey, T. R., & Yoon, K. S. (2009). What works in professional development? *Phi Delta* *Kappan, 90*(7), 495-500.

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# Meeting the Language Needs of Today’s Adult English Language Learners

## Purpose

This study circle is intended to be a resource for instructional leaders, program leaders, and professional development specialists who are interested in supporting the teachers of English learners though the implementation of ESL Pro. The study circle is designed to be used in tandem with the ESL Pro materials available on the LINCS website (<https://lincs.ed.gov/programs/eslpro>). These materials are designed to provide facilitators with guidance, content, and delivery suggestions to enable them to deliver a high-quality professional development experience for teachers on the topic of increasing rigor in ESL instruction.

### Opportunities for Teachers

Teachers are the primary audience for this study circle. Participating teachers will learn about a variety of ways to increase the rigor of instruction to support adult English learners in reaching their important goals. Any teacher, regardless of the level of experience, can benefit from this study circle.

### Opportunities for Administrators

Administrators may also be interested in participating in this study circle to increase their understanding of how to support teachers as they endeavor to increase the rigor of their teaching for English learners.

## Description

Through this study circle, participants will discuss what rigorous instruction is and why it is important. They will have the opportunity to dig into the ESL Pro content and explore instructional strategies and practices that are immediately relevant to their context. Participants will be able to choose activities to apply in their classroom, reflect on their implementation, and collaborate with colleagues to discuss the content and effective ways to enhance the rigor of their teaching. Instructors will discover that adding a layer of rigor to their teaching is quite doable with all levels of learners, including beginners.

Participating administrators will consider why rigorous instruction is essential and receive a brief overview of the ESL Pro materials. They will receive a brief overview of the ESL Pro materials and will consider ways to effectively support instructors to enhance the rigor of their teaching with learners at all levels.

This study circle is designed to be flexible. Study circle facilitators can tailor the study circle for online, face-to-face, or blended environments.

**EXPECTATIONS OF FACILITATORS**

As a study circle facilitator, you should start by becoming familiar with the ESL Pro materials and the study circle facilitation materials. As facilitator, you will plan the study circle and communicate with participants about logistics. You will offer guidance on how to access materials and provide support to participants as needed. Facilitators will thoughtfully guide discussions and encourage participants to deeply reflect on their learning. Facilitators provide feedback to participants and should be prepared to direct participants to relevant research as well as to additional instructional resources.

**EXPECTATIONS OF STUDY CIRCLE PARTICIPANTS**

Participants are expected to participate in all the study circle sessions. They should bring an open mind to the endeavor and be prepared to share their knowledge and experiences in implementing discussed strategies as well as their questions. Completion of all assignments in a timely manner and respectful dialogue with colleagues are expected.

**TIME COMMITMENT**

Study circle participants should expect to spend at least an hour of pre-work for each session. Sessions are either 90 or 120 minutes, depending on whether the session is held online or face-to-face. Follow-up for each session varies in planning time, but participants should plan to devote at least one hour to assignments.

**COHORT SELECTION**

A cohort of study circle participants can be constituted in many ways. For example:

* **A state team led by the state adult education professional development lead that includes teachers from across the state who will take what they learned back to their programs.** Statewide teams could form a community of practice in which the state lead might use the resources as the basis for discussion about what works, to help teachers with planning and problem solving. The focus of the state teams’ work is implementation of new practices, reflection, and then refinement of practice.
* **A program team led by the local adult education program’s administrator that includes teachers from within the program.** Local teams would form professional learning communities or participate in a study circle to discuss how using the materials might lead to new practices.

## Study Circle Learning Objectives

**Teacher participants will be able to:**

* Explain the rationale for why increasing instructional rigor is important;
* Appraise the value of a range of teaching strategies featured in the ESL Pro resources for enhancing the rigor of ESL instruction;
* Choose instructional strategies drawn from the ESL Pro resources to apply in practice;
* Reflect on practice both before and after implementing strategies designed to enhance rigor; and
* Collaborate with colleagues to discuss skills and strategies for enhancing the rigor of instruction.

**Administrator participants will be able to:**

* Explain the rationale for why increasing instructional rigor is important;
* Appraise the value of a range of instructional strategies featured in the ESL Pro resources for enhancing the rigor for learners at all levels; and
* Plan ways to provide program support for instructors.

**OUTLINE FOR STUDY CIRCLE SESSIONS**

The details below provide a short outline of the session objectives, elements that participants will need to complete prior to each session, and tasks and activities to be completed during each session.

**Study Circle Session One: What is rigorous instruction and why is it important?**

Prior to Session One, participants should:

* Complete Assignment #1: Pre-Study Circle Reflection.
* Reflect on what rigorous instruction means—before reading the brief.
* Read the issue brief.
* Identify the key features of rigorous instruction highlighted in the brief and reflect on how well one’s personal ideas align with the ideas in the brief.
* Jot some notes on why rigorous instruction is important.
* Prepare to share thoughts during the study circle session.

**Study Circle Session Two: Exploring ESL Pro resources and planning a rigorous lesson**

Prior to Session Two, participants should:

* + Review the content of the online module and/or the companion learning resource.
	+ Choose to explore one specific area of interest from either the online module or the companion learning resource.
	+ Use the handout provided to develop a plan to implement an instructional strategy in the classroom that is designed to enhance the rigor of instruction. Highlight the skills and/or language strategies that will be the target of instruction.
	+ Prepare to share a brief summary of the content area explored and the implementation plan during session two.

**Study Circle Session Three: Implementing and reflecting on a rigorous lesson**

Prior to Session Three, participants should:

* Implement the chosen instructional strategy in the classroom.
* Reflect in writing on what happened. Use the handout provided. How did it go? How did learners respond? Did anything surprising happen? What might you change if you apply this strategy again?
* Identify next steps.
* Plan to share how the implementation went during session three.

## Preparation for Session One

Facilitators will want to ensure participants have the basic information they need to participate in the study circle. The email provided below is one way you can customize and communicate the necessary information.

**Email to Participants**

Dear Study Circle Participant,

I want to welcome you to the ESL Pro study circle on Meeting the Language Needs of Today’s English Language Learners which is focused on enhancing the rigor of instruction in ESL. As the facilitator for our study circle, I am writing to provide you with some details to help you to prepare.

If you are not already registered on LINCS, please register. LINCS houses all the ESL Pro materials that will be discussed and used in this study circle. Go to lincs.ed.gov and click on Register, or click here: <https://auth.lincs.ed.gov/nter-user-mgmt-webapp/signup?referer=community.lincs.ed.gov&modal=false> If you are already registered, please sign in to access the online module and engage in the community discussions on increasing rigor in instruction.

Here are the session dates and times for our study circle:

| **Session** | **Date** | **Time** | **Topic** |
| --- | --- | --- | --- |
| 1 |  |  | What is rigorous instruction and why is it important? |
| 2 |  |  | Exploring ESL Pro resources and planning a rigorous lesson |
| 3 |  |  | Implementing and reflecting on a rigorous lesson |

To prepare for our first session:

1. Complete Assignment #1: Pre-Study Circle Reflection. The purpose of this activity is to get you thinking about how you already apply rigorous instruction and to consider what you want to learn more about.
2. Before reading the Issue Brief, think about what rigorous instruction means to you and jot a few notes on question number one of Assignment #2: Issue Brief Questions.
3. Read the ESL Pro issue brief on Meeting the Language Needs of Today’s English Language Learner: <https://lincs.ed.gov/sites/default/files/ELL_Increasing_Rigor_508.pdf>
4. Use the Assignment #2: Issue Brief Questions worksheet to write a few notes in which you identify the key ideas highlighted in the issue brief about rigorous instruction. Reflect on how well your initial thinking about rigor aligns with the ideas in the brief.
5. Based on the content of the brief and your own ideas, write a brief statement about why rigorous instruction in adult ESL is important.
6. Please bring your notes and a copy of the issue brief to our first study circle session and be prepared to share your thoughts.

I’m looking forward to a great time of learning and sharing together. Please contact me if you have any questions or concerns.

Sincerely,

Name

Phone number

Email address

ATTACHED: Assignment #1: Pre-Study Circle Reflection, Assignment #2: Issue Brief Questions

## Session One

*Materials[[4]](#footnote-4)*

* Name tags (for face-to-face)
* Flip chart paper and markers (for face-to-face)
* ESL Pro issue brief
* Assignment #1: Pre-Study Circle Reflection
* Assignment #2: Issue Brief Questions

*Objectives:*

* Explain what rigorous instruction looks like in an adult ESL class at all levels
* Provide a rationale for why increasing rigor is important
* Describe the content covered in the ESL Pro online module and the companion learning resource
* Engage with colleagues on the rationale for increasing the rigor of instruction and what this looks like in an adult ESL class with learners at all levels

*Agenda*

1. Welcome and introductions
2. Study circle goals
3. Activity 1: Discussion of issue brief: What is rigorous instruction and why is it important?
4. Activity 2: Presentation: Overview of the content of the online module
* Include examples of practical applications
1. Activity 3: Presentation: Overview of the content of the companion learning resource
* Include examples of practical applications
1. Assignment for next study circle session
2. Wrap up, summary and evaluation

Study Circle Session One: Facilitator Agenda and Talking Points
The chart below describes each activity, talking points, suggested grouping for face-to-face delivery, and suggested time allocations for both face-to-face and online delivery.[[5]](#footnote-5)

| **Activities** | **Grouping****(for face-to-face)** | **120 Minutes (for face-to-face)** | **90 Minutes****(for online)** |
| --- | --- | --- | --- |
| Welcome and Introductions* Welcome the group and thank everyone for coming.
* Introduce yourself and ask participants to briefly introduce themselves -- Name, place and position at work, how long they have been working with English learners, what they hope to get out of the study circle
* Share the plan and the learning objectives for the study circle overall.
* Share the agenda and the learning objectives for session one.
 | Whole group | 20 minutes | 15 minutes |
| Activity 1: Discussion of the Issue Brief* Invite participants to draw from their notes to identify the key ideas about rigorous instruction highlighted in the issue brief. (In a face-to-face session, participants can work in a small group to discuss their ideas before discussing with the whole group.)
* Summarize the key ideas for the whole group.
* Pose the question: Why is rigorous instruction in ESL important? Summarize the group’s contributions.
* Pose the question: What questions, if any, are raised for you about increasing the rigor of instruction? As time allows, address participants’ questions and invite comments from the group. Tell participants that their questions will be addressed throughout the study circle.

OPTION: Invite participants to post their questions to an online Community of Practice and engage in discussing the questions together in the community before the next study circle session. | Small groupsWhole group | 30minutes | 20 minutes |
| Activity 2: Present an Overview of the ESL Pro Module* Provide an overview of the content of the ESL Pro module
* Engage participants in an interactive activity that is included in the online module, e.g., the Alina lesson, which compares a typical ESL lesson to one with enhancements, and/or a video clip from the New American Horizons critical thinking video. These activities introduce participants to one or two of the practical and rigorous instructional activities that can be done in the classroom. Invite participants to identify the language skills and strategies that are the outcome of the instruction.
 | Whole groupSmall groupsWhole group | 30 minutes | 20 minutes |
| Activity 3: Present an overview of the ESL Pro companion learning resource* Provide an overview of the content of the ESL Pro companion learning resource
* Engage participants in an interactive activity that is included in the companion learning resource, e.g., lessons focused on academic language include 1) project-based learning in a multilevel class focused on career awareness (page 8) and 2) a research project on crime prevention (pages 11-12).
 | Whole groupSmall groupsWhole group | 30 minutes | 20 minutes |
| Assignment for Session TwoExplain that participants will:* + Review the content of the online module and/or the companion learning resource.
	+ Choose to explore one specific area of interest from either the online module or the companion learning resource.
	+ Use the Assignment #3: Exploration handout to develop a plan to implement an instructional strategy in the classroom. Highlight the skills and language strategies that will be the target of instruction.
	+ Prepare to share a brief summary of the content area explored and the implementation plan during Session Two.
 | Whole group | 5 minutes | 5 minutes |
| Wrap up, Summary, and EvaluationSummarize what was covered in the study circle; revisit the goals for the session and inquire how well the goals were achieved; invite participants to complete an evaluation.  | Whole group | 5 minutes | 5 minutes |

## Preparation for Session Two

Communicate the information in the email below to participants. An email template is provided for your use and customization.

**Email to Participants**

Dear Study Circle Participants,

Our study circle got off to a great start. Thank you for being part of this learning community and contributing to our wonderfully rich discussion. [Insert brief reflection or recap of Session One.]

To prepare for our second study circle session on [DATE] at [TIME], each of you will choose to explore either the ESL Pro online module or the companion learning resource. You can certainly explore both if you have the time and the inclination. You should feel free to pick and choose aspects of the online course and/or the companion learning resource that seem particularly relevant to your work at this time. The goal will be for you to select something specific from the ESL Pro resources to implement in your practice.

Please use the attached Assignment #3: Exploration worksheet to plan your implementation. Each of you will have [X] minutes to share your plan during the next study circle session. Please feel free to display any teacher-made handouts you intend to use as part of your implementation. We will also be keenly interested to hear what rigorous skills and language strategies will be the target of instruction.

Please let me know if you have any questions or concerns. I’m looking forward to our continuing work together! [Insert line about where the next session is being held, e.g., location, online link.]

Sincerely,

Name

Email

Phone

ATTACHED: Assignment #3: Exploration

## Session Two

*Materials*

* Name tags (for face-to-face)
* Flip chart paper and markers (for face-to-face)
* Assignment #3: Exploration

*Objectives:*

* Identify several instructional strategies and teaching resources from the ESL Pro materials that are designed to enhance the rigor of instruction. (Participants will get better acquainted with the range of ESL Pro materials.)
* Explain which aspect of ESL Pro they plan to focus on, why they selected it, and how it will increase the rigor of instruction.
* Present an implementation plan.
* Receive feedback from and provide feedback to peers on the implementation plans.

*Agenda*

1. Welcome and introductions
2. Revisit study circle goals
3. Activity: Participant sharing:
* Content area: What content area did you explore? Why did you decide to focus on that content area? How will this enhance the rigor of instructions?
* Implementation plan:
* What do you plan to implement in your classroom?
* What are the specific skills and language strategies that will be the target of instruction?
* How will you assess student learning?
1. Time for questions and comments from colleagues
2. Assignment for next study circle session
3. Wrap up, summary and evaluation

Study Circle Session Two: Facilitator Agenda and Talking Points
The chart below describes each activity, talking points, suggested grouping for face-to-face delivery, and suggested time allocations for both face-to-face and online delivery.

| **Activities** | **Grouping****(for face-to-face)** | **120 Minutes (for face-to-face)** | **90 Minutes****(for online)** |
| --- | --- | --- | --- |
| Welcome and Introductions* Welcome the group and thank everyone for coming.
* Ask participants to briefly reintroduce themselves.
* Revisit the overall study circle plan and learning objectives.
* Share the agenda and learning objectives for Session Two.
 | Whole group | 10 minutes | 10 minutes |
| Activity 1: Participant Sharing* Invite participants to present Assignment #3: Exploration. (Decide ahead of time the order for the presentations. Determine how much time participants will have for sharing and alert presenters when they have two minutes remaining.)
* After each presentation, invite questions and comments – again keep an eye on the clock to ensure everyone has the same amount of time to present.
* At the conclusion of the presentations, summarize the highlights by focusing on the rigorous activities and what specific language skills and strategies were increased; also note any pertinent questions that arose during the discussion.

OPTION: Questions that arise could be posted to the online community and participants could be encouraged to continue the discussion there. | Whole group | 100minutes | 70 minutes |
| Assignment for Session ThreeExplain that participants will: * Implement the chosen instructional strategy in their classroom/program.
* Reflect in writing on the implementation. Use the Assignment #4: Implementation worksheet provided. How did it go? How did the activity demonstrate rigor? How did learners respond? How was learning assessed? Did anything surprising happen? What might you change if you implement this activity again?
* What are your next steps?
* Plan to share how the implementation went during Session Three.
 | Whole group | 5 minutes | 5 minutes |
| Wrap up, Summary, and EvaluationSummarize what was covered in the study circle; revisit the goals for the session and inquire how well the goals were achieved; invite participants to complete an evaluation.  | Whole group | 5 minutes | 5 minutes |

## Preparation for Session Three

Communicate the information in the email below to participants. An email template is provided for your use and customization.

**Email to Participants**

Dear Study Circle Participants,

It was wonderful to hear so many great ideas for how you plan to apply what you are learning from the ESL Pro materials in your practice. Between now and our next study circle session on [DATE] and [TIME], each participant will implement their chosen activity.

Please use the attached Assignment #4: Implementation worksheet to reflect on your implementation and to plan your presentation. Each of you will have [X]minutes to share during the next study circle session. I want to encourage you to provide some kind of visual when you present. This could be a teacher-made handout, a photo, a webpage, examples of student work (be sure to remove students’ names), etc. We will all be keenly interested to hear what rigorous skills and language strategies were the target of instruction. Most importantly, tell us what you learned about adding a layer of rigor through this implementation.

I’m available to support you, so please let me know if you have any questions or concerns. I’m looking forward to hearing about everyone’s implementation!

[If needed, insert information about the location/log in of the third session.]

Sincerely,

Name

Email

Phone

ATTACHED: Assignment #4: Implementation

## Session Three

*Materials*

* Name tags (for face-to-face)
* Flip chart paper and markers (for face-to-face)
* Assignment #4: Implementation
* Assignment #5: Post Study Circle Reflection

*Objectives:*

* Identify several instructional strategies and teaching resources from the ESL Pro materials that are designed to enhance the rigor of instruction. (Participants will get better acquainted with the range of ESL Pro materials.)
* Design, implement, analyze and reflect on a lesson designed to add a layer of rigor to instruction
* Present an overview of the rigorous activity and highlight what was learned through the application process to colleagues
* Receive feedback from and provide feedback to peers on the implementation plans

*Agenda*

1. Welcome
2. Revisit study circle goals
3. Participant Sharing:
* The specific ESL Pro content explored and why they decided to focus on that content area
* The implementation plan: What was implemented in their classroom/program? How did it illustrate rigor? How did it go? What were the specific skills and language strategies that were the target of instruction? How was learning assessed? How did students respond? Was there anything surprising? What might the teacher change, if anything? What questions remain? What might be the next steps?
1. A brief summary of what was learned and next steps
2. Time for questions and comments from colleagues
3. Wrap up and summary of what was learned in this session and the study circle overall and evaluation

Study Circle Session Three: Facilitator Agenda and Talking Points
The chart below describes each activity, talking points, suggested grouping for face-to-face delivery, and suggested time allocations for both face-to-face and online delivery.

| **Activities** | **Grouping****(for face-to-face)** | **120 Minutes (for face-to-face)** | **90 Minutes****(for online)** |
| --- | --- | --- | --- |
| Welcome and Introductions* Welcome the group and thank everyone for coming.
* Ask participants to briefly reintroduce themselves
* Revisit the plan and the learning objectives for the study circle overall.
* Share the agenda and learning objectives for Session Three.
 | Whole group | 10 minutes | 10 minutes |
| Activity 1: Participant Sharing* Invite participants to present Assignment #4: Implementation. (Decide ahead of time the order for the presentations. Determine the amount of time for sharing and alert presenters when they have two minutes remaining.)
* After each presentation, invite questions and comments. Again, keep an eye on the clock to ensure everyone has the same amount of time to present.
* At the conclusion of the presentations, summarize the highlights by emphasizing what participants learned about implementing rigorous activities; also highlight what specific language skills and strategies were increased; note any pertinent questions that arose during the discussion.

OPTION: Questions that arise could be posted to the online community and participants could be encouraged to continue the discussion there. | Whole group | 100minutes | 70 minutes |
| Wrap-up, Summary, and Evaluation* Invite participants to complete Assignment #5: Post-Study Circle Reflection, and highlight what they learned
* Invite participants to indicate what questions remain for them.
* Invite participants to make a commitment to their next steps with ESL Pro.
* Summarize what was covered in the study circle; revisit the goals for the session and the study circle overall and inquire how well the goals were achieved; invite participants to complete an evaluation.
* Note that there are opportunities to continue engaging with teachers across the country who are using ESL Pro Rigor materials. Use the dedicated thread in the LINCS Community to continue to ask questions and share your experiences with others: <https://community.lincs.ed.gov/discussion/new-lincs-course-increasing-rigor-instruction>
 | Whole group | 15 minutes | 15 minutes |

1. ESL Pro materials were developed under Contract No. ED-VAE-13-C-0058 managed by the American Institutes for Research. [↑](#footnote-ref-1)
2. WIOA defines English language learners to describe individuals who have limited ability in reading, writing, speaking, or comprehending the English language and whose native language is a language other than English or who lives in a family or community environment where a language other than English is the dominant language. [↑](#footnote-ref-2)
3. WIOA defines English language acquisition programs as a program of instruction designed to help eligible individuals who are ELLs achieve competence in reading, writing, speaking, and comprehension of the English language and that leads to attainment of a secondary school diploma or its equivalent and transition to postsecondary education and training or employment. [↑](#footnote-ref-3)
4. Depending on whether this session is held face-to-face or virtually, different materials may be required. [↑](#footnote-ref-4)
5. Many different platforms and tools could be used to support the online-delivery of this study circle. If you have access to a webinar platform (e.g. WebEx, Adobe Connect), you can use that to support delivery. Other study circles could be held with live meetings via conference call. [↑](#footnote-ref-5)