

Before we begin,
complete poll on
chart paper

Identifying learning disabilities among English learner students in CT: Articulating the challenges



Hosted by the English Learner
Research Partnership
September 11, 2018

Today's agenda

Welcome & introduction

Introduction to our work

Small group work

Groups of 3

Concluding remarks

Today's goals

CT educators will

- learn about planned CT English Learner Research Partnership project looking at English learner students with disabilities; and
- provide feedback to REL staff on data collection and technical assistance needs



Meet today's presenters



Carrie Parker
REL-NEI researcher
EDC



Todd Grindal
REL-NEI researcher
SRI



Maria Paz Avery
REL-NEI senior advisor
EDC



Group introductions



CT English learner research partnership

Long Term Goal

Stakeholders at all levels across CT districts (e.g., superintendent, district administrators, school administrators, teachers) will have a shared understanding of how to provide high quality instruction to English learner students, and will use that understanding to implement research-based practices, leading to higher achievement among English learner students.



The REL program: A brief overview

- 10 RELs nationwide
- Funded by the Institute of Education Sciences (IES) at the U.S. Department of Education



Our region

REL Northeast & Islands serves
CT, MA, ME, NH, NY, RI, VT,
PR, and VI



What we do

- Research partnerships and alliances
- Applied research
- Training, coaching, and technical support for evidence use
- Collaboration and coordination with other RELS and federally funded centers
- Dissemination and knowledge utilization
- Ask A REL reference desk service



REL English Learner Work in CT



Identifying learning disabilities among English learner students in CT

Project goals:

- Identify and describe the stated policies and processes used to identify disabilities among English learners and to provide appropriate services.
- Identify sources of data in each district that can be used to understand the characteristics of English learners and their instructional experiences.
- Describe how the experiences of one focal student per selected district (i.e. enacted policies) compare to the stated policies in identification and provision of services.
- Describe similarities and differences in disability identification practices (both stated and enacted) between "high disproportionality" and "low disproportionality" districts.
- Provide technical assistance to CT educators around policies and processes used to identify disabilities among English learner students.



Entrance poll results



Small groups

- Why might some districts be over-identifying English learner students and others not?
- Which stakeholders should we be sure to talk to and what should we ask them?
- What mode of technical assistance would be most helpful?



Groups of three

- Each person shares one idea/recommendation from their large group
- Discuss each idea among you
- Write the three ideas/recommendations on index cards and return to a facilitator



Pulling it all together – group recommendations

Don't forget to complete exit poll!



We listen to you!



Your feedback is essential to our work.
Please [take our survey](#) to help us improve.



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