

Innovative Policies & Practices for Developing Teachers to Work with English Language Learners

*Margarita Calderón
Johns Hopkins University*

Talking Points

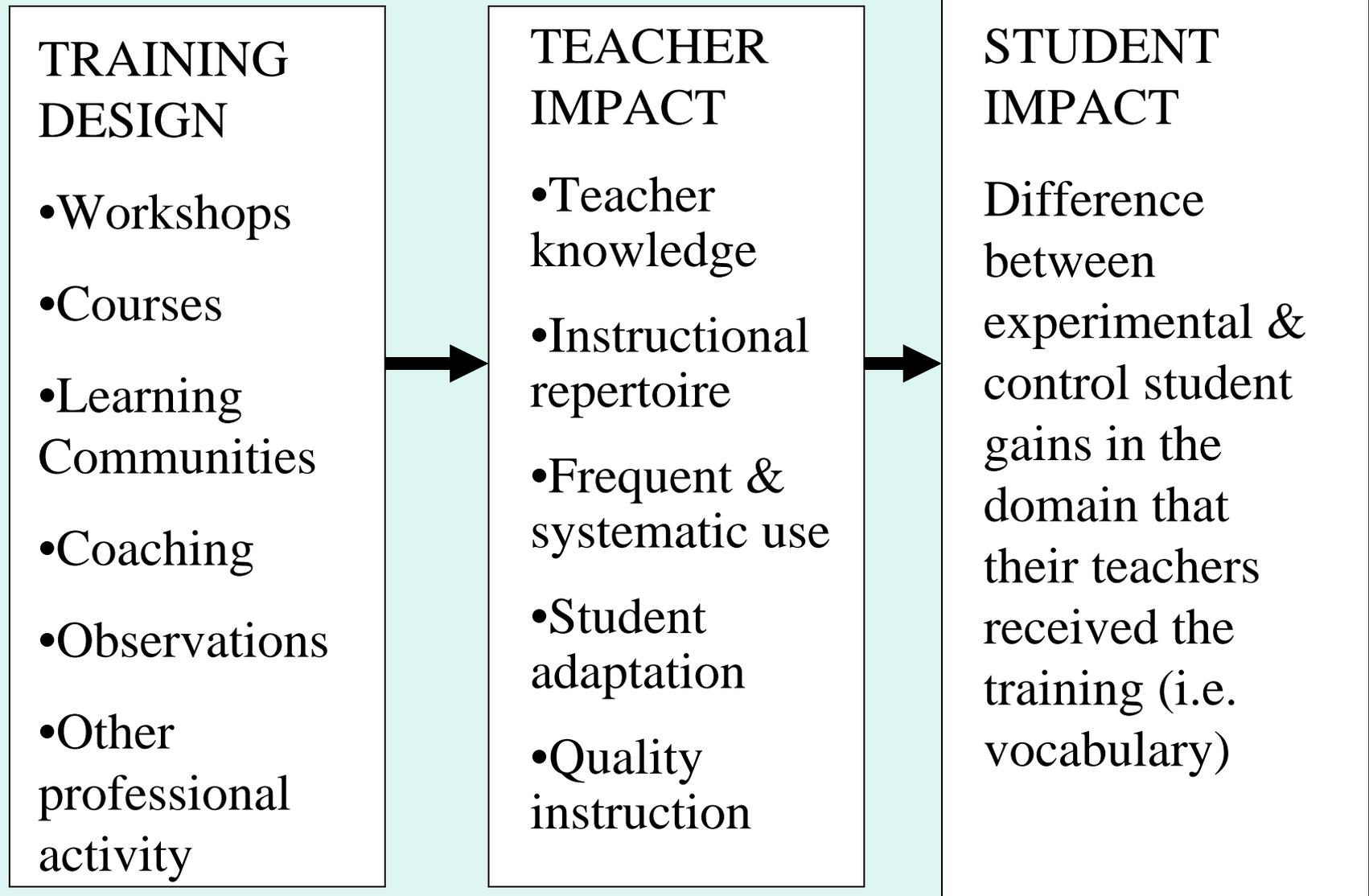
- Exiguous research on teacher development.
- Some innovative approaches.
- Implications for policy and further research.

Chapter 18: Professional Development Research

- There are features unique to professional development of teacher who work with language minority students.
- Creating change in teachers is a time-consuming process and involves an outside collaborator.
- Professional development must be continuous throughout the school year, for several years.
- Practices and beliefs have no particular order. Beliefs change with training and application in the classroom.
- **Well-trained coaches make a difference in teacher and student outcomes.**

(National Literacy Panel for Language Minority Children and Youth, 2006)

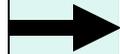
Relationship Between Training, Teacher & Student Outcomes



Example: Vocabulary

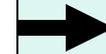
TRAINING MEASURES

- Scientific-based sources
- Practical application
- Teachers' interaction & handling of strategies
- Relevancy to intended student population



TRANSFER MEASURES

- Classroom observation instruments
- Video analyses
- Student work analyses
- Coaching
- Collegial activities



STUDENT MEASURES

- Vocabulary pre- post-tests
- Discourse protocols
- Reading -- decoding, fluency, comprehension pre- post-tests
- Monthly writing samples

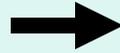
SOME INDICATORS:

TRAINING EXAMPLE

Workshops on
vocabulary

- Reading and
discussing
research in
TLCs

- Modeling/
demos and
observations
on teaching
vocabulary to
ELLs



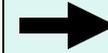
TEACHER TRANSFER EXAMPLE

- Cites sources
& summarizes
publications

- Vocabulary
pre- post-test

- Uses 5-10
strategies to
teach vocab.

- Invites
teachers to
observe/video
tape



STUDENT IMPACT EXAMPLES

- Masters 5-10
words daily

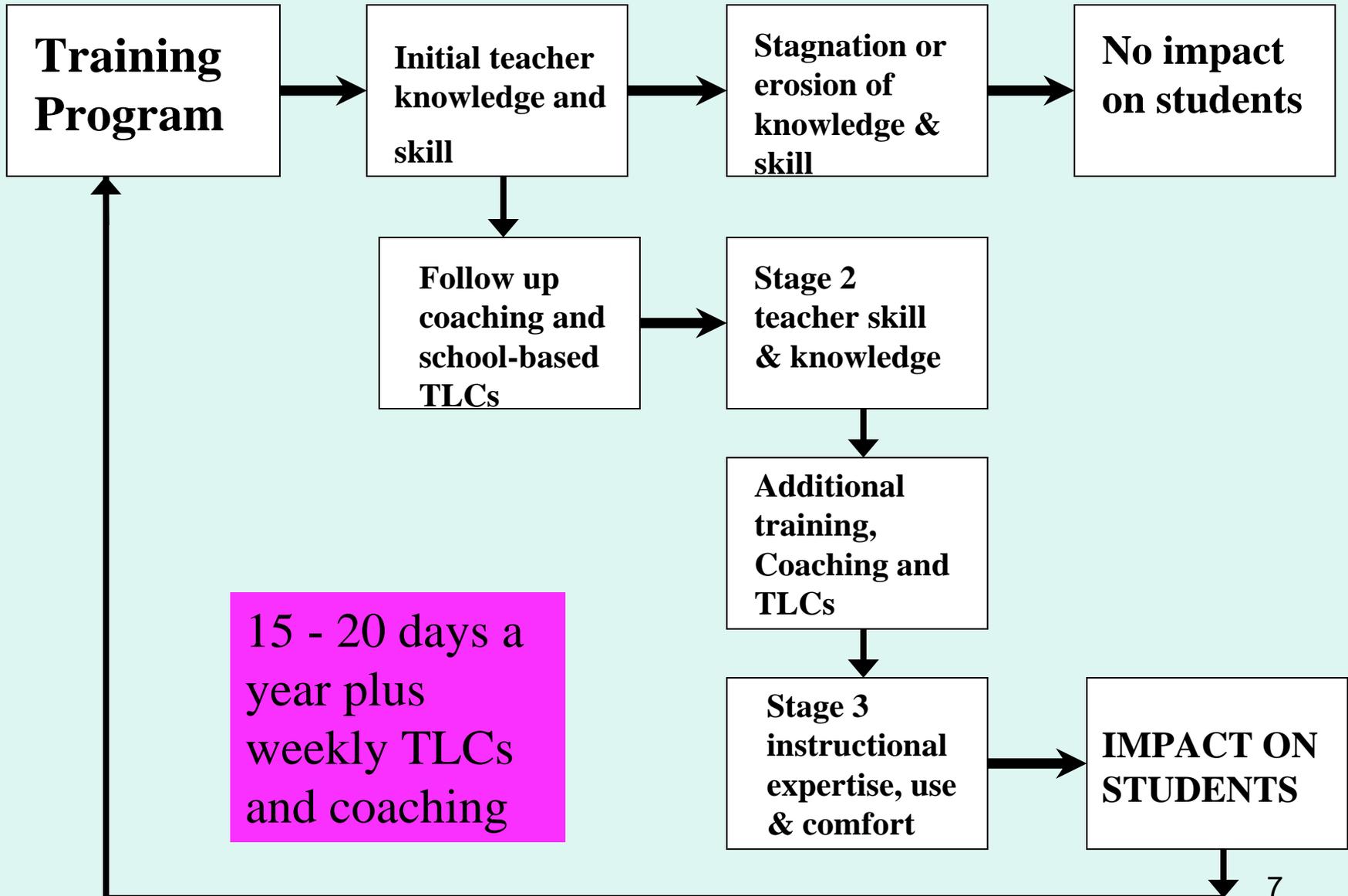
- Uses new words
in daily speech,
retells

- Increased
reading fluency,
comprehension

- Uses new words
in writing

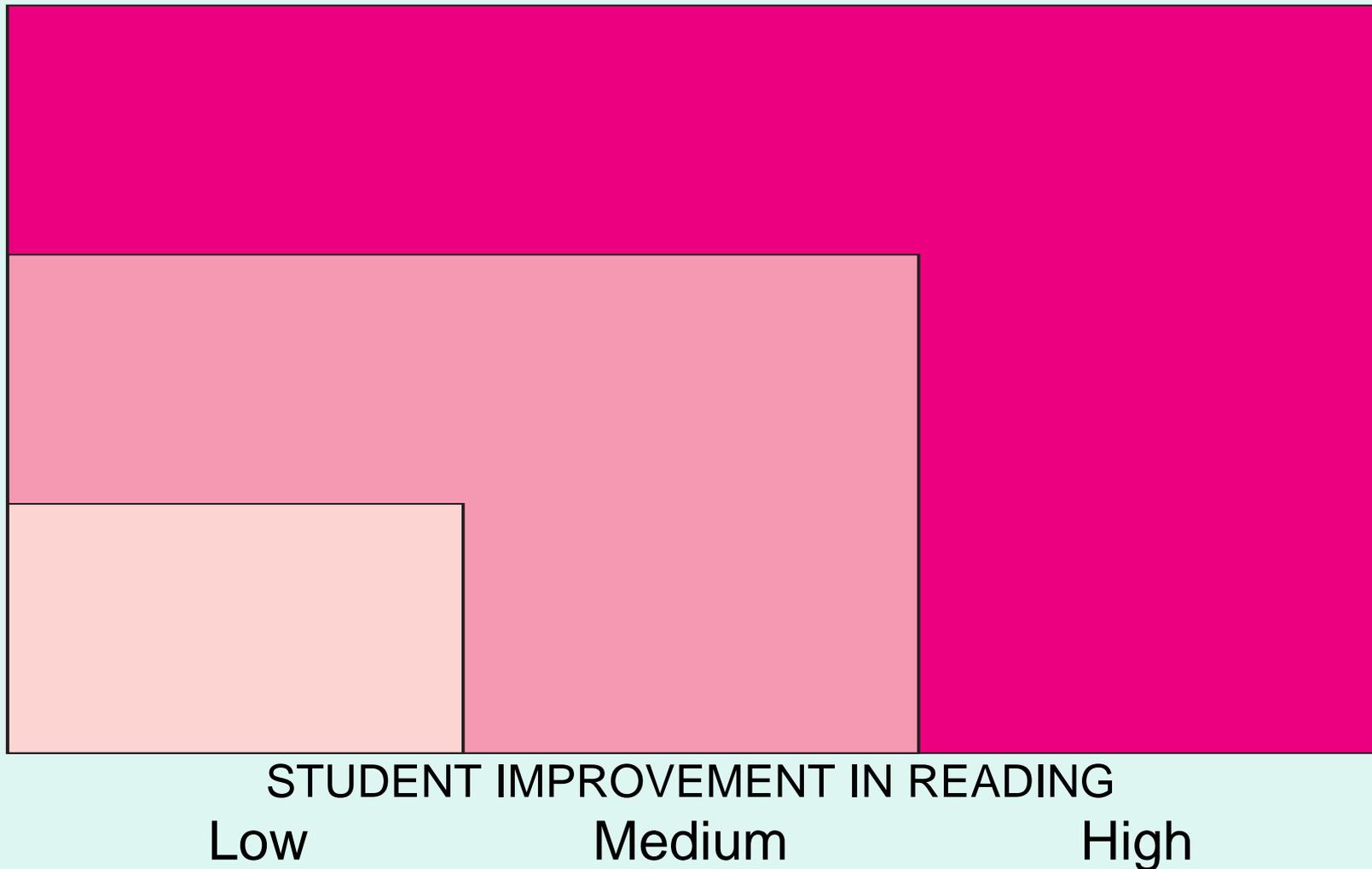


EXPECTED TEACHER AND STUDENT RESULTS



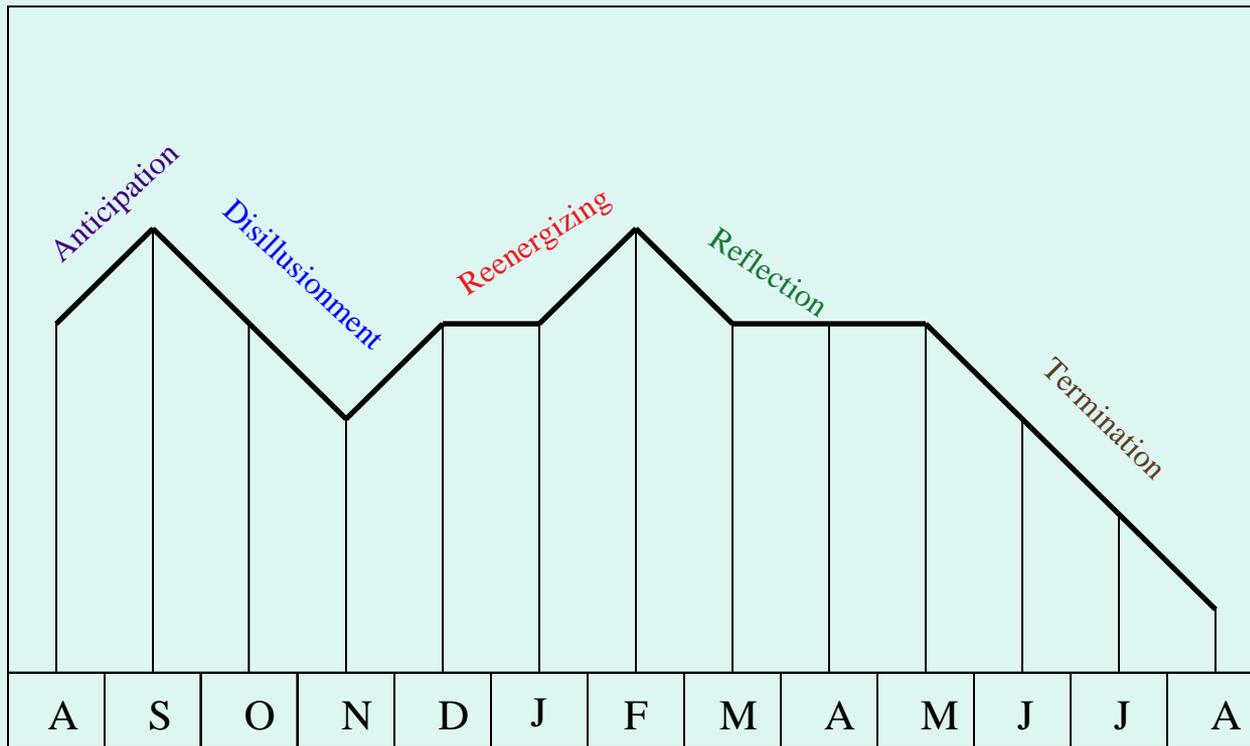
15 - 20 days a year plus weekly TLCs and coaching

Time Devoted to Staff Development and Implementation of BCIRC Components



(Calderón, Hertz-Lazarowitz & Slavin;1998)

Forecasting Transfer Without Coaching



Calderón, M. (1984) A Study of Coaching and It's Impact on Transfer.

STAGES TO BURNOUT

ENTHUSIASM



STAGNATION



FRUSTRATION



APATHY



Statistical Trends in Secondary Schools

- Nationally, over **6 million** American students in grades 6 through 12 are at risk of failure because they read and comprehend below—often considerably below—the basic levels needed for success in high school, postsecondary education, and the workforce.
- **69%-90%** of ELLs in middle and high school were born in the United States; they are second- or third-generation immigrants - - **and have been in U. S. schools since kindergarten!**
- Newcomers, refugees -- are mainly **SIFE** (Students with Interrupted Formal Education).

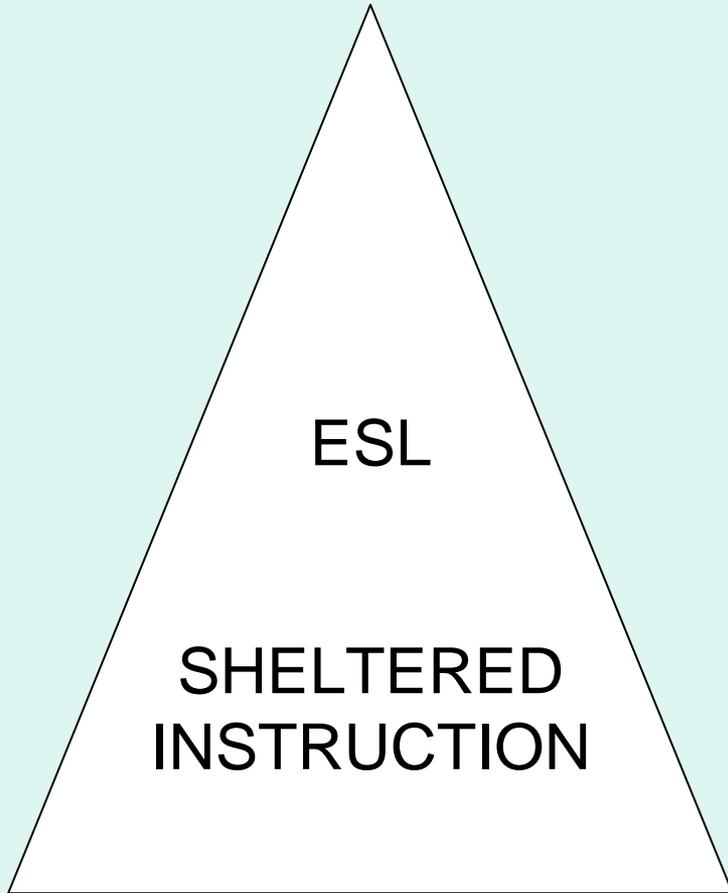
SIFE = Student with Interrupted Formal Education in grades 4 through 12 who either/or:

- **is a newcomer with two or more years of education interrupted in his/her native country;**
- **attended school in the U. S., returned to his/her native country for a period of time, then returned to the U.S again;**
- **attended kindergarten in English (L2), 1st and 2nd grade in (L1), then jumped into L2 in 3rd; or any strange combination thereof.**
- **has attended U.S. schools since kindergarten but has language and literacy gaps due to ineffective instruction;**
- **attends school in one location for a few months, then moves to another location for a few months, and perhaps has some weeks in between these changes when he/she does not attend school.**

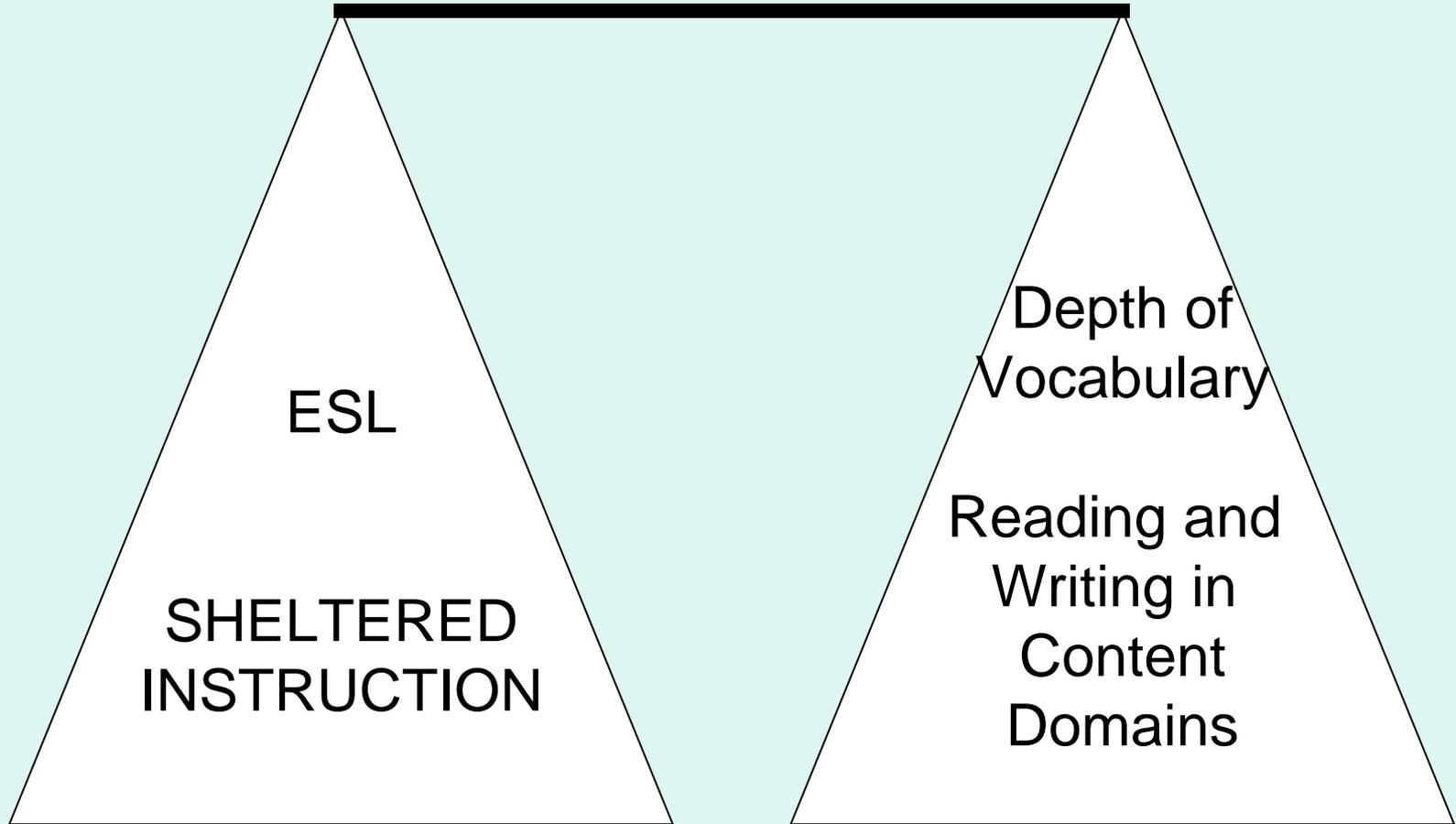
New York City Schools and others have found that:

- **Literacy interventions for native English speakers will not work for ELLs.**
- **Adolescent ELLs generally need much more time focused on developing vocabulary and background schema than native English speakers do.**
- **ESL-only programs do not work.**
- **Elementary-level programs do not work for adolescents.**
- **Phonics-only programs do not work.**
- **It must be a program that integrates scope of tier 1, tier 2, tier 3 programs for language and literacy development, along with subject matter knowledge.**

IN THE PAST....



**BASED ON CURRENT RESEARCH,
ELLs NEED A BALANCE OF**



**A
C
A
D
E
M
I
C

S
U
B
J
E
C
T
S**

**Depth & Breadth of
WORD
KNOWLEDGE**

**GRAMMAR,
SYNTAX,
DISCOURSE
VOICE**

**RICH LANGUAGE
Practice**

**WRITING IN THE
DIFFERENT
SUBJECT AREAS**

**PHONEMIC,
PHONOLOGICAL
& SEMANTIC
AWARENESS**

**READING
COMPREHENSION**

STUDY SKILLS

**INTEGRATION OF INSTRUCTION, MATERIALS,
ASSESSMENT & PROFESSIONAL DEVELOPMENT**

Reading to Learn

English language learners (ELLs) are learning English at the same time they are studying core content through English. They must perform double the work of native speakers to keep up, and at the same time be accountable for AYP (Carnegie Panel on ELL Literacy).

Without explicit instruction on reading each subject area, students cannot learn math, science, social studies and literature

(NRC Commission on Teacher Preparation).

Teaching Vocabulary / Concepts

Why depth and breadth of vocabulary?



- **Vocabulary knowledge correlates with comprehension.**
- **Comprehension depends on knowing between 90% and 95% of the words in a text.**
- **To overcome the vocabulary disadvantage, we need to teach vocabulary explicitly on a daily basis.**
- **A high achieving 12th-grader has learned some 15 words a day, over 5000 words a year.**

Tier 1- SIFE 2- LONG-TERM ELL 3- INTERMEDIATE ELL

Instruction

Vocabulary Syntax Pronunciation Prosody

Phonemic Awareness Phonics

Reading Comprehension Strategies and Skills

Writing Mechanics and Composition for All Subjects

Domain Knowledge

Assessment

Evidence-based programs that helped NYC teachers demonstrate AYP with SIFE and ELLs:

TIER 1 -- ExC-ELL -- Expediting

Comprehension for English Language Learners (K - 12th) -- professional development program for mainstream teachers on how to integrate language and literacy development along with subject matter.

TIER 2 & 3 -- RIGOR -- Reading Instructional Goals for Older Readers (4th - 12th) -- science and social studies curriculum lessons with leveled readers, CDs, benchmark and pre- post-assessments, in English and Spanish.

**The New York
Carnegie
Corporation
funded ExC-ELL
(2003-08) to:**



Collaboratively develop, implement, and refine **a staff development program, instructional design for teachers of language arts, science, and social studies who have English-language learners (ELLs) in their classrooms,** and a system for monitoring student and teacher progress and outcomes.



RIGOR[™] provides...

Reading Instructional Goals for Older Readers

Intervention for Students with Interrupted Formal Education (SIFE) in Middle and High Schools who are at the

Preliterate to Low-literate Grade 3 reading levels

And have missed 2 or more years of schooling in their native country or in U.S. schools

An ELL Tier 1 and Tier 2

MODEL

WHERE

ESL

SPED

AND

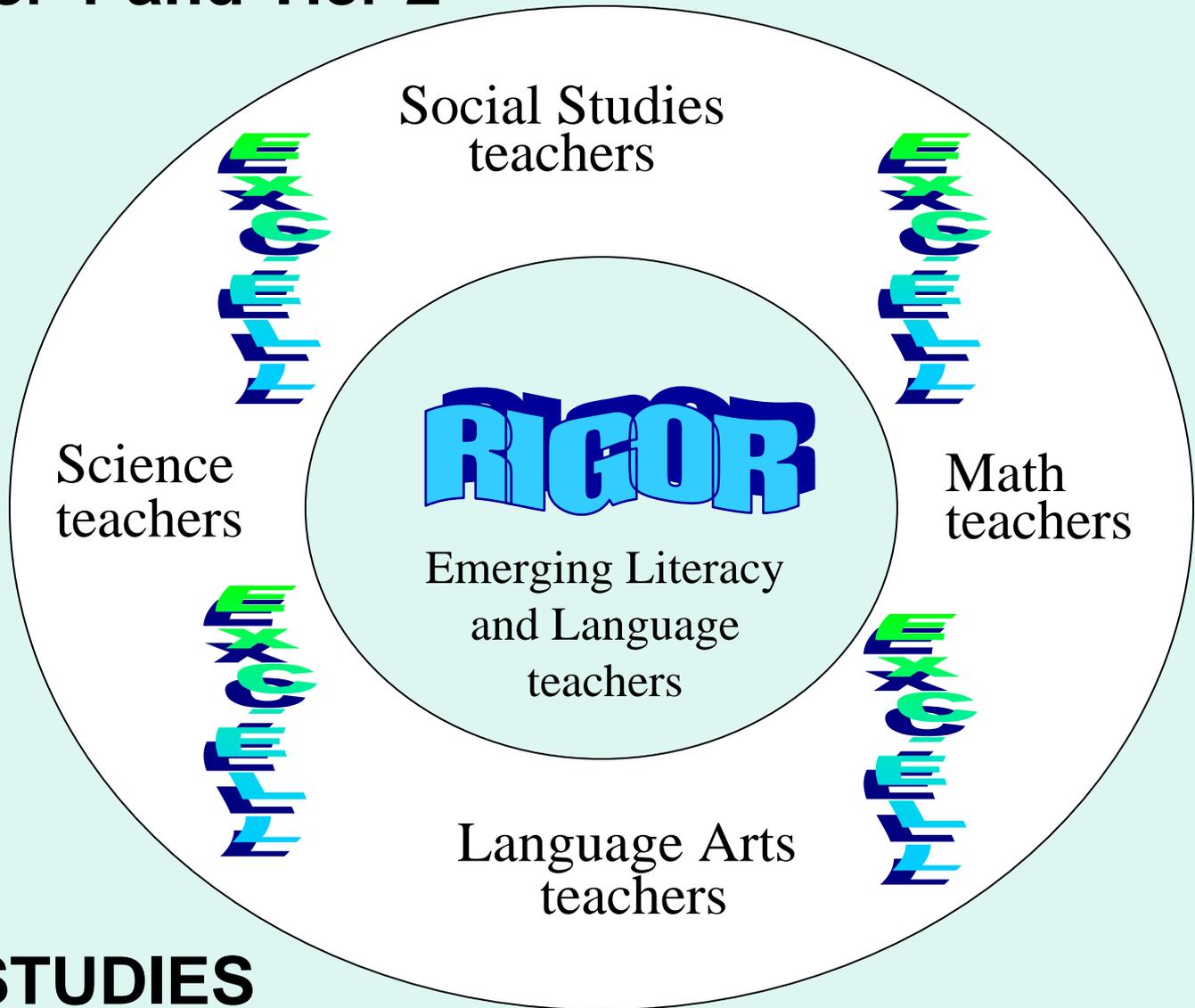
ELA,

MATH,

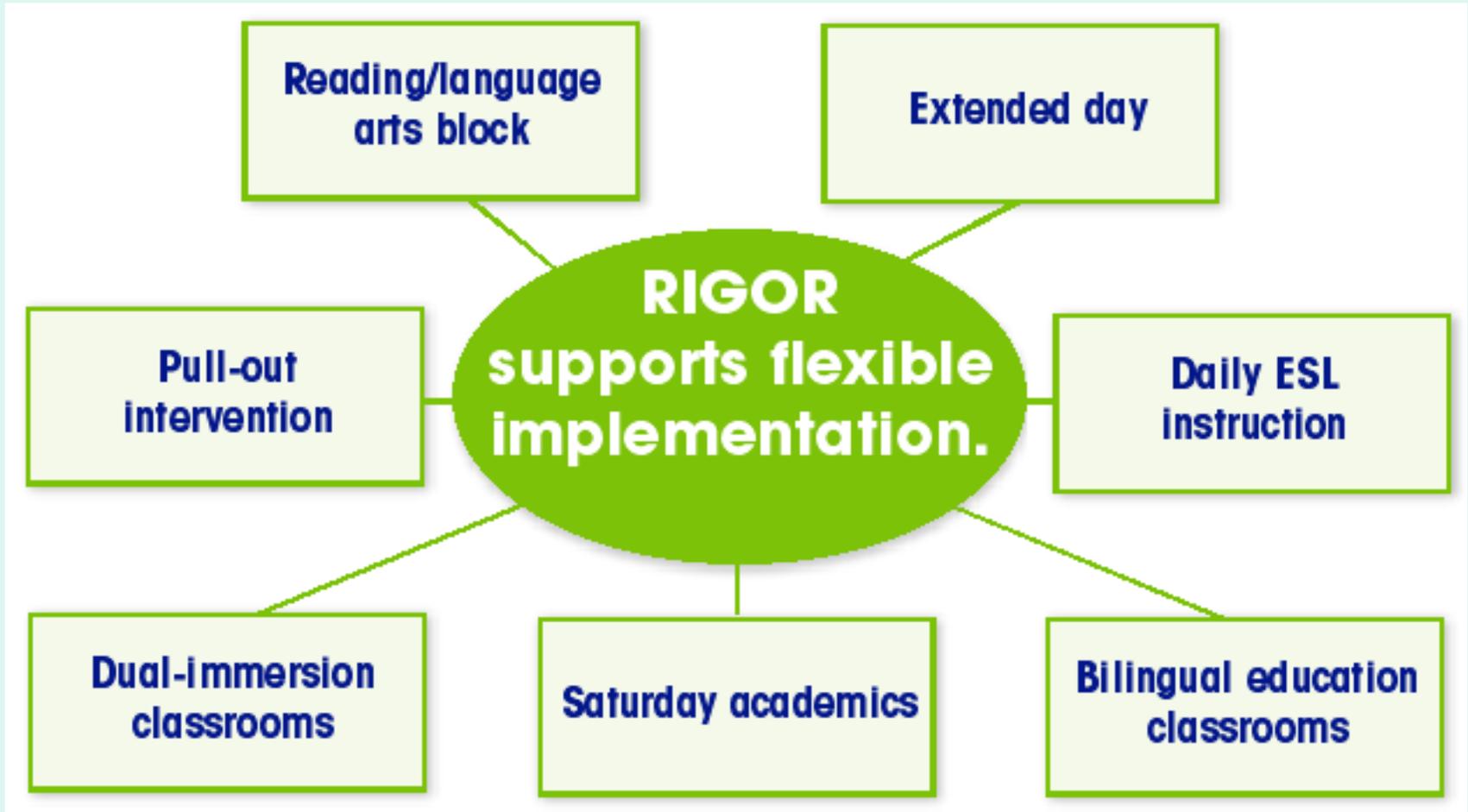
SCIENCE,

SOCIAL STUDIES

TEACHERS WORK TOGETHER



Tiers 1 & 2 Implementation





Current Study: Middle School ELLs in Special Education

- Response To Intervention (RTI) relies on a multi-level prevention system to identify students with LDs:
 - Primary prevention level
 - Secondary prevention level
 - Tertiary prevention level
- Schools in New York incorporate 3 tiers of intervention using ExC-ELL and RIGOR.
- **Opportunity to study teachers' needs.**



RTI Basics

- Primary Prevention:
 - All students screened to determine which students are suspected to be at risk.
 - Students suspected to be at risk remain in primary prevention, with short-term progress monitoring (6-8 weeks).
 - Short-term progress monitoring used to
 - Disconfirm risk. These responsive students remain in primary prevention.
- OR
- Confirm risk. These unresponsive students move to secondary prevention.

HOW CAN MAINSTREAM TEACHERS ACCURATELY DETERMINE WITHOUT APPROPRIATE PREPARATION?



RTI Basics

- Secondary Prevention:
 - Research-based tutoring protocol
 - Provided in small groups
 - With weekly progress monitoring
 - At end of tutoring trial, progress monitoring indicates students were
 - Responsive to secondary preventative tutoring. Responsive students return to primary prevention, but progress monitoring continues.

OR

- Unresponsive to secondary preventative tutoring. Unresponsive students move to tertiary prevention (special education).

ELL READING SPECIALISTS OR TEACHER ASSISTANTS?



RTI Basics

- Tertiary Prevention:
 - More intensive, special education services
 - Weekly progress monitoring to enhance AYP
 - Set Individualized Education Program (IEP) goals
 - Design individualized instructional programs
 - Monitor student response
 - When progress monitoring indicates the student is on track to achieve benchmark, student returns to primary or secondary prevention, with ongoing progress monitoring.

ELL SPECIAL EDUCATION TEACHER PREPARATION?

Faulty Program Approaches that Didn't Yield AYP

- Only tier 2 and 3 programs and no intentional or specific tier 1 program for ELLs.
- Tier 1 program in L1 (Spanish) but weak tier 2 in English.
- Mixing L1 and L2 during instruction in either tier.
- Strong tier 1, 2 and 3 programs in one grade level but not in the next.

Literacy screening must be specific for ELLs: Implications for Teacher Knowledge

- For identification of proficiency levels (1 to 5)
- For program placement (levels 1-5)
- For immediate interventions
- For on-going monitoring and instructional adaptations
- For pre- post-gains (AYP)

Literacy screening must be specific for ELLs: Implications for Teacher Knowledge

- Dual-language assessments have been employed?
- Is it a matter of interrupted education? In which language? In both?
- Do learning difficulties appear in both languages?
- Are the assessments valid and reliable for ELLs?
- Are those who administer the assessments well prepared to distinguish difficulties in language, literacy, learning disabilities?

RTI + Well-Prepared Teachers

-  **ESL, reading, special education, bilingual teachers** who can teach phonics, decoding, vocabulary, and reading comprehension along with academic language and concepts.
-  **Mainstream teachers** who can build on language, reading and writing skills in math, science, social studies, and language arts.

Benchmark Assessments for RIGOR® -- Implications for Teacher Knowledge (K-12)

1. Letter sound activities.
2. Meaning of Words from Text.
3. Strategic Reading with Decodable Text.
4. Prosody/Fluency.
5. Comprehension during Partner Reading.
6. Discourse & comprehension during summaries.
7. Cognitive Maps and Retell of content/concepts.
8. Writing genre for each subject domain.

Professional Development Focus of All Content Teachers 6th-12th

In addition to their content area, how to teach:

- word knowledge
- basic reading skills (fluency)
- comprehension of classroom texts
- discussion skills
- grammatical knowledge
- spelling
- writing skills

In English or Spanish (or L1) or both.



Initial 5-Day Institutes

- **Institutes offered in English**
- **Institutes offered in Spanish (or L1)**
- **Coaching of teachers and feedback**
- PD for coaches and administrators
- Shadowing by coaches/administrators
- **Teachers Learning Communities**
- **Follow-up refresher workshops**

Self-Assessment and Continuous Growth

- Teacher's own progress monitoring - self-assessments,
- Documentation of students' progress correlated with theirs,
- Accountability and implications for AYP.

ExC-ELL Protocol: Logitech Digital Pen



Pen Docking Station:

To store recorded data on the computer

Camera:

To record data as the user writes on the digital paper

Ink Pen:

To write observations on the digital paper

School	<input type="checkbox"/> MS319	<input type="checkbox"/> MS328	<input type="checkbox"/> ISLUPERON	<input type="checkbox"/> Other	Period Length	Language	Format	# Learners _____										
Grade	<input type="checkbox"/> PK	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Classroom	<input type="checkbox"/> 45	<input type="checkbox"/> English	<input type="checkbox"/> Teams
Teacher	_____														<input type="checkbox"/> TLC	<input type="checkbox"/> 90	<input type="checkbox"/> Spanish	<input type="checkbox"/> Traditional
Subject	_____														<input type="checkbox"/> Writing	<input type="checkbox"/> Other	<input type="checkbox"/> Other	

Class Set-up

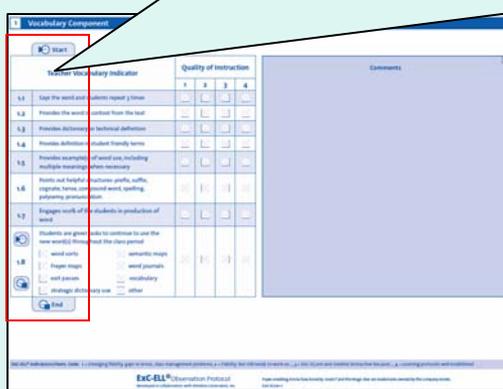
Standard/Objective

Theme/Topic/Lesson

Wall Displays/Student Work/Posters



Strategic Reading



Teacher V	
Start	
1.1	Says the word
1.2	Provides the w
1.3	Provides dictio
1.4	Provides definit
1.5	Provides exam multiple mean
1.6	Points out help cognate, tense polysemy, pro
1.7	Engages 100% word
Start	Students are g new word(s) tl
1.8	<input type="checkbox"/> word sort <input type="checkbox"/> Frayer ma <input type="checkbox"/> exit passe <input type="checkbox"/> strategic c
End	

Mark the **Start** and **End** timer pidgets, leaving enough room for multiple markings. Each mark should be a single stroke.

Teacher and Student Profile Summary Report

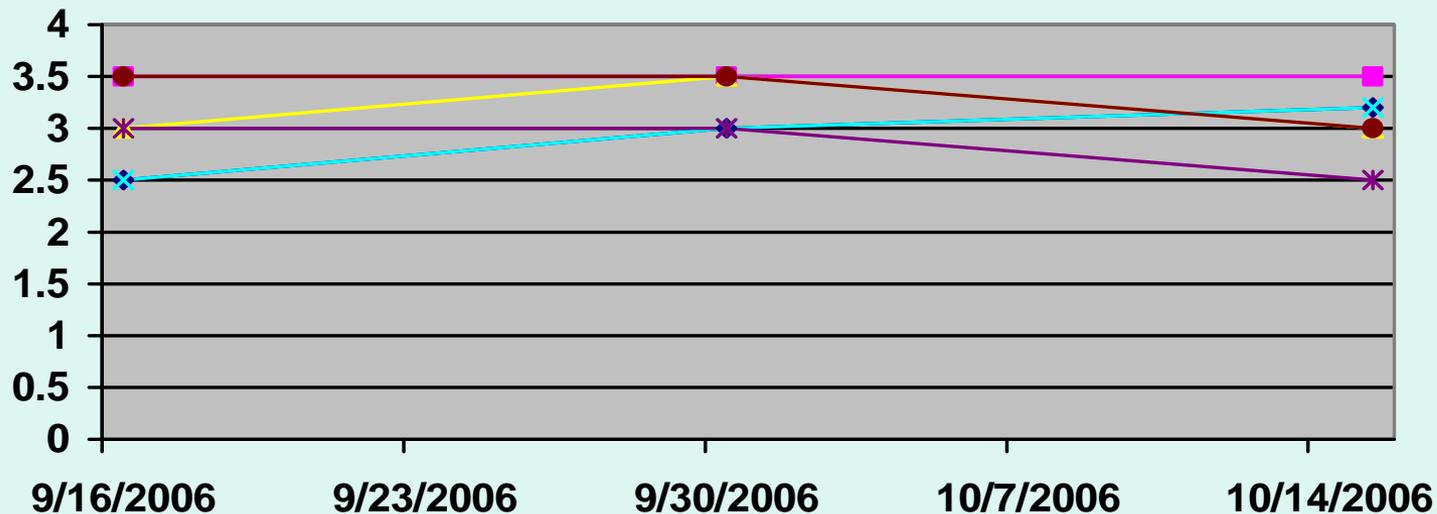
SCHOOL: SCHOOL A
TEACHER: MS. JONES

GRADE: 7
COURSE TITLE: EARTH SCI

OBSERVATIONS: 3

AVG COMPONENT SCORES and AVG TIME SPENT

OBS TYPE	DATE	VOCAB		ORACY		READ		WRITE		CONTEXT		ASSESS	
CLASSROOM OBS	9/16/06	2.5	11 min	3.5	10 min	3.0	12 min	2.5	12 min	3.0	1 min	3.5	N/A
CLASSROOM OBS	9/30/06	3.0	13 min	3.5	11 min	3.5	9 min	3.0	13 min	3.0	1 min	3.5	N/A
CLASSROOM OBS	10/15/06	3.2	12 min	3.5	11 min	3.0	16 min	3.2	14 min	2.5	1 min	3.0	N/A



◆ Vocab ■ Oracy ▲ Read ✕ Write * Context ● Assess

ExC-ELL Observation Protocol® Data Collection & Reports.

- ✓ 6 types of reports can be created from the recorded data:
 - Observation Summary Report
 - Observation Detail Report
 - Teacher Profile Summary Report
 - Component Implementation Summary Report
 - Vocabulary Usage Report
 - Student Application Summary Report

ExC-ELL Observation Protocol (EOP) is used:

-  **By teachers for designing / developing their lessons.**
-  **By teachers for self-reflection.**
-  **By teachers for observing and documenting student performance.**
-  **By principals and supervisors for observing and coaching teachers.**
-  **By coaches to give concrete feedback to teachers.**
-  **By researchers to collect data on teacher and student growth and quality of implementation.**

1. Before ExC-ELL & RIGOR Teachers:

- **Encouraged group work.**
- **Silent reading and teacher's questions.**
- **Silent reading and answering book questions.**

2. Currently:

- **Word learning is the direct focus of any activity (semantic awareness).**
- **Teacher models fluency and strategic reading through subject matter.**
- **Students read aloud with peers, discuss and formulate questions.**

IN SUMMARY, ELLs Need Well-Prepared Teachers of:

-  **ESL, reading, special education, bilingual teachers who can teach phonics, decoding, vocabulary, and reading comprehension along with academic domain language.**
-  **ExC-ELL teachers to build on reading and writing skills in math, science, social studies, and language arts by integrating the components of oracy and literacy into their subject areas.**

IN SUMMARY, We Need More Research on:

-  **How to better measure the impact of pre-service and professional development programs.**
-  **Compare models for pre-service.**
-  **Compare professional development models.**
-  **Large scale replication of effective models.**

IN SUMMARY, Teachers need:

-  Pre-service that integrates language, literacy and subject matter knowledge for teaching diverse student populations.
-  Staff development that is outcomes-based, comprehensive, and with ample time and tools for self-assessment and improvement.
-  Coaches and administrators who support the type of instruction ELLs need through their own extensive professional development.
-  Funding needs to be increased tenfold - for schools, for research, for restructuring IHEs.
-  Yes, expensive, burdensome, time-consuming but our children and teachers are worth it!

THANK YOU

Mecalde@aol.com

(915) 276-1804