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

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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

TRAINING DESIGN
- Workshops
- Courses
- Learning Communities
- Coaching
- Observations
- Other professional activity

TEACHER IMPACT
- Teacher knowledge
- Instructional repertoire
- Frequent & systematic use
- Student adaptation
- Quality instruction

STUDENT IMPACT
Difference between experimental & control student gains in the domain that their teachers received the training (i.e. vocabulary)
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

Training Program

Initial teacher knowledge and skill

Follow up coaching and school-based TLCs

Stage 2 teacher skill & knowledge

Additional training, Coaching and TLCs

Stage 3 instructional expertise, use & comfort

No impact on students

IMPACT ON STUDENTS

15 - 20 days a year plus weekly TLCs and coaching

EXPECTED TEACHER AND STUDENT RESULTS
Time Devoted to Staff Development and Implementation of BCIRC Components

STUDENT IMPROVEMENT IN READING

Low Medium High

(Calderón, Hertz-Lazarowitz & Slavin; 1998)
Forecasting Transfer Without Coaching

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....

ESL

SHELTERED INSTRUCTION
BASED ON CURRENT RESEARCH, ELLs NEED A BALANCE OF

- Depth of Vocabulary
- Reading and Writing in Content Domains

ESL

SHELTERED INSTRUCTION
Depth & Breadth of WORD KNOWLEDGE

RICH LANGUAGE Practice

PHONEMIC, PHONOLOGICAL & SEMANTIC AWARENESS

STUDY SKILLS

GRAMMAR, SYNTAX, DISCOURSE VOICE

WRITING IN THE DIFFERENT SUBJECT AREAS

READING COMPREHENSION

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).
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

Vocabulary  Syntax  Pronunciation  Prosody

Phonemic Awareness  Phonics

Reading Comprehension Strategies and Skills

Writing Mechanics and Composition for All Subjects

Domain Knowledge
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…

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

Social Studies teachers

Science teachers

Emerging Literacy and Language teachers

Language Arts teachers

Math teachers
Tiers 1 & 2 Implementation

RIGOR supports flexible implementation.

- Reading/language arts block
- Extended day
- Pull-out intervention
- Daily ESL instruction
- Dual-immersion classrooms
- Saturday academics
- Bilingual education classrooms
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**

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**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
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**Class Setup**

**Standard/Objective**

**Theme/Topic/Lesson**

**Wall Displays/Student Work/Posters**
Strategic Reading

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  **GRADE:** 7  
**TEACHER:** MS. JONES  **COURSE TITLE:** EARTH SCI  
**# OBSERVATIONS:** 3

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**Diagram:**
- **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

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