

# Leadership Institute: Ensuring Shared Responsibility for ELLs at School

Rebecca Freeman Field

**rdfield@casloninc.com**

Caslon Publishing and Consulting  
University of Pennsylvania

Based on Hamayan, E. & Freeman Field, R. (Eds.) 2012. *English Language Learners at School: A Guide for Administrators, 2<sup>nd</sup> edition*. Philadelphia: Caslon Publishing.

# Agenda

## **BEFORE**

- Big ideas, learning outcomes, guiding questions, vocabulary notebook

## **DURING**

What's happening in our schools?

- How are our ELLs performing relative to all goals?
- Critical features of effective programs for ELLs/bilingual learners
- K-W-L-S

How can teachers use ELD data to guide instruction and assessment for ELLs/bilingual learners?

- Questions for reflective practitioners
- ELL student profiles and can-do descriptors
- Differentiation template
- The roles of the content and language development teachers

## **AFTER**

Taking it to our schools: Action planning

# Big Ideas

- English language learners are everyone's responsibility.
- There is no one-size-fits-all approach to educating ELLs/bilingual learners.
- Effective programs for ELLs meet the Castañeda Standard
  - Sound theory
  - Strong implementation
  - Delivers results
- Administrators, teachers, and leadership teams are powerful agents for change.
- Coherence is key.

# Learning Outcomes

## *Participants will...*

- Survey the district's instructional programming for ELLs/bilingual learners, and begin to identify strengths and future possibilities for bilingual and general education programs
- Describe how teachers can use ELD data to guide instruction, assessment, and collaboration.
- Identify strengths, future possibilities, and challenges for instructional programming for ELLs/bilingual learners district-wide, and outline action steps you can take.

# Guiding Questions

1. Who are your students?
2. What are your goals?
3. How are your students performing relative to your goals?  
What evidence do you collect and how do you use it?
4. What support systems (policies, programs, practices) do you have in place to ensure that your ELLs/bilingual learners reach their goals?
5. What strengths can you identify?
6. What future possibilities can you see?
7. What challenges do you anticipate?
8. What action steps can you take?
9. What resources will you need?

# Vocabulary Notebook

<b>Word</b>	<b>Connections</b> Where have I heard it? What does it remind me of?	<b>Meaning(s)</b> From class From texts (dictionary, articles)
<p><i>Pair 1</i></p> <ul style="list-style-type: none"><li>• Conversational fluency</li><li>• Academic language proficiency</li></ul> <p><i>Pair 2</i></p> <ul style="list-style-type: none"><li>• Additive bilingualism</li><li>• Subtractive bilingualism</li></ul>		

# What's happening in our schools?

- Guiding questions
- Survey for reflection and action
- Critical features of effective programs for ELLs

# Using guiding questions 1-4

## *Think-pair-share*

1. Who are your students?
2. What are your goals?
3. How are your students performing relative to your goals?
4. What evidence of student performance do you collect and how will you use that evidence to drive decisionmaking

## 5. What support systems do you have in place to ensure that your ELLs reach their goals?

Step 1: Individually fill out survey for reflection and action.

Step 2: Share your responses to your surveys for reflection and action with your colleagues. Discuss any questions that you have, or observations that you make as you look at each others' surveys and reflect on your program for ELLs.

Step 3: Whole group discussion.

- What questions do you have? .
- What stood out for you from your own response to the survey, and/or from your discussion with your colleagues?
- What are the strengths and needs of your program for ELLs?
- What action steps do you need to take to build on your strengths and address your needs?

**NOTE: All of the surveys for reflection and action that are in the book are available on the companion website for you to complete on-line and share with your colleagues on-line or on-paper.**

# Critical Features of Effective Programs for ELLs

*(Hamayan & Freeman Field, 2012)*

**Biliteracy** is an important goal and expected outcome of one-way and two-way dual language bilingual programs. Bilingual education teachers must be prepared to teach for biliteracy, not only in language arts but in all content areas.

## Standards-aligned content-area instruction

- In two languages in bilingual program
- In English in sheltered English program
- In English using sheltered English strategies
- Authentic assessments

## Support for home language/literacy

- In bilingual program
- In heritage language program
- Creatively in English-medium program
- Authentic assessments

## Standards-aligned ELD instruction

- Stand-alone ELD class
- Pull-out ESL
- Push-in ESL → Team teaching
- Authentic assessments

# 12 Key Practices Framework

- Shared practices at the district, school, and classroom levels (KP 1-4)
- Common classroom practices for all ELL educators (KP 5-8)
- Core instructional practices of every program for ELLs (KP 9-11)
- Organizing the key practices into effective program configurations (KP 12)

# What's happening at our schools?

## K-W-L-S

- Content learning
- English language development
- Home language and literacy
- Authentic assessment
- Biliteracy

# Using guiding questions 6-10

## *Think-pair-share*

6. What strengths can you identify?
7. What future possibilities can you see?
8. What challenges do you anticipate?
9. What action steps can you take?
10. What resources will you need?

# Using ELD data to guide instruction, assessment, and collaboration

Identifying and building on what students know and can-do

## Profiles of the ELLs in one class

- **Marco is a Level 1 ELL from Brazil** who speaks Brazilian Portuguese. Marco arrived in the United States earlier this year. The ESL teacher determined informally that Marco can read and write in Portuguese, but probably below grade level. According to the district's ESL placement test, Marco is a Level 1 Listening, Level 1 Speaking, Level 1 Reading, and Level 1 Writing. His levels are indicated on the Can-do descriptors in Figure 1 in blue.
- **Julia is a Level 3 ELL who was born in the United States** into a Mexican family that speaks mostly Spanish at home and in the neighborhood. Julia has attended school in the US since kindergarten, and she has been in pull-out ESL each year. There is no bilingual program at the school, and Julia has not learned to read and write in Spanish. According to the ACCESS for ELLs, Julia is a Level 5 Listening, Level 4 Speaking, Level 3 Reading, and Level 2 Writing. Her levels are indicated on the Can-do descriptors in Figure 1 in green.
- **Ko Than Nu is a Level 3 ELL from Burma** who speaks Karen. Ko Than Nu is a refugee and has been in the United States for two years. He had no formal schooling before coming to the United States, nor had he learned to read or write. When Ko Than Nu arrived, he was placed in a newcomer/port of entry class that focused on literacy and numeracy development, with attention to the cultural norms of US schools and society. According to the ACCESS for ELLs, Ko Than Nu is a Level 4 Listening and Speaking, and a Level 2 Reading and Writing. His levels are indicated on the Can-do descriptors in Figure 1 in purple.
- **Amitabh is a Level 3 ELL from India** who speaks Gujarati. Amitabh arrived in the United States in the middle of last year. He has a strong educational background which included English instruction every year in India. However, Amitabh's English instruction gave him little opportunity to speak English at school, and he has had little exposure to American English prior to his arrival. According to the ACCESS for ELLs, Amitabh is a Level 2 Listening, Level 1 Speaking, Level 5 Reading, and Level 4 Writing. His levels are indicated on the Can-do descriptors in Figure 1 in red.

# What do the ELD levels mean?

## *Can-do descriptors*

### Six levels

1. Entering
2. Beginning
3. Developing
4. Expanding
5. Bridging
6. Reaching

### Four domains

- Listening
  - Speaking
  - Reading
  - Writing
- Oral Language
- Literacy
- Comprehension
- Composite (overall)

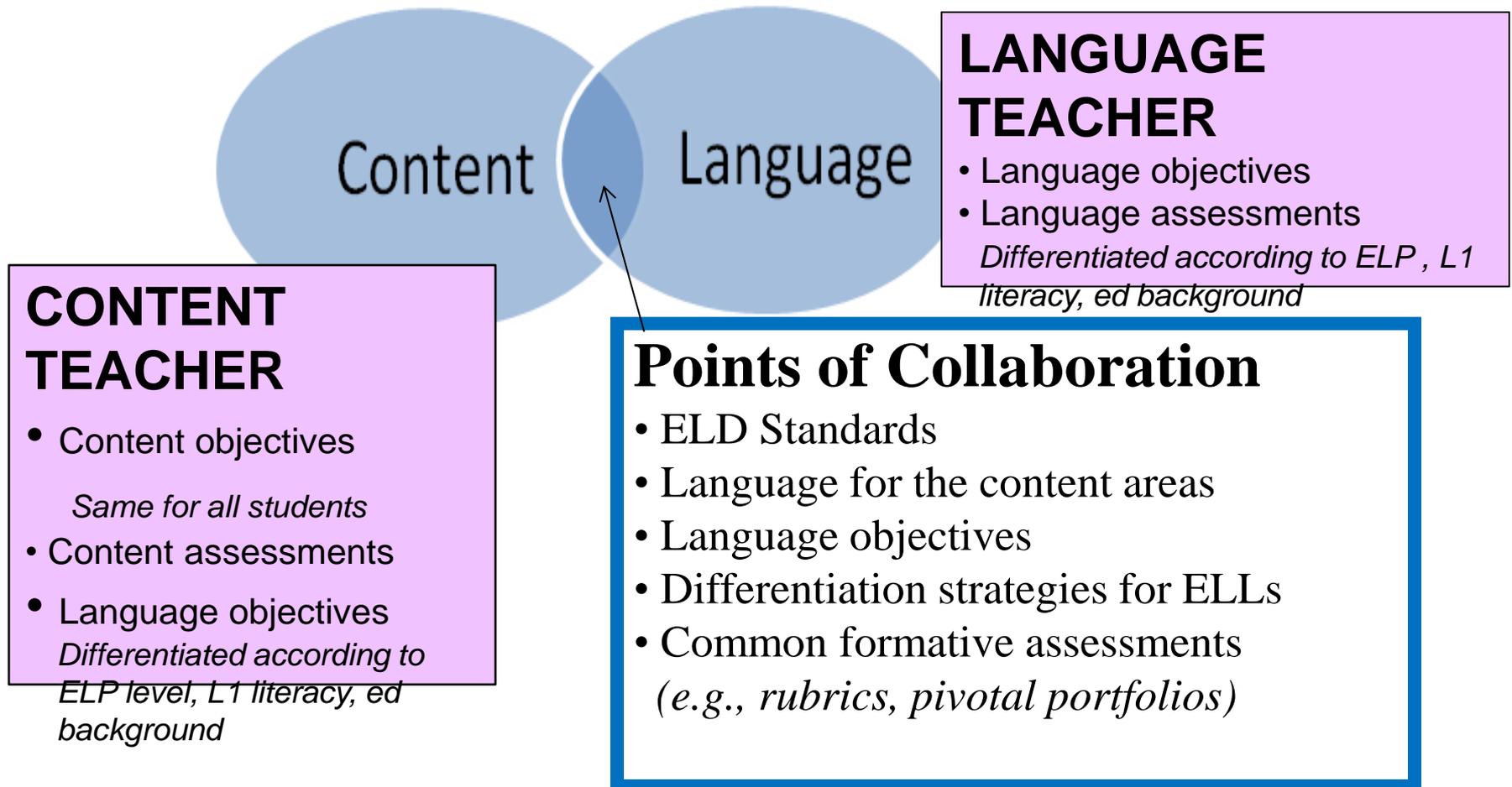
	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	<ul style="list-style-type: none"> <li>Point to stated pictures, words, phrases</li> <li>Follow one-step oral directions</li> <li>Match oral statements to objects, figures or illustrations</li> </ul> <p>■ Marco</p>	<ul style="list-style-type: none"> <li>Sort pictures, objects according to oral instructions</li> <li>Follow two-step oral directions</li> <li>Match information from oral descriptions to objects, illustrations</li> </ul> <p>■ Amitabh</p>	<ul style="list-style-type: none"> <li>Locate, select, order information from oral descriptions</li> <li>Follow multi-step oral directions</li> <li>Categorize or sequence oral information using pictures, objects</li> </ul>	<ul style="list-style-type: none"> <li>Compare/contrast functions, relationships from oral information</li> <li>Analyze and apply oral information</li> <li>Identify cause and effect from oral discourse</li> </ul> <p>■ Ko Than Nu</p>	<ul style="list-style-type: none"> <li>Draw conclusions from oral information</li> <li>Construct models based on oral discourse</li> <li>Make connections from oral discourse</li> </ul> <p>■ Julia</p>
SPEAKING	<ul style="list-style-type: none"> <li>Name objects, people, pictures</li> <li>Answer WH- (who, what, when, where, which) questions</li> </ul> <p>■ Marco; ■ Amitabh</p>	<ul style="list-style-type: none"> <li>Ask WH-questions</li> <li>Describe pictures, events, objects, people</li> <li>Restate facts</li> </ul>	<ul style="list-style-type: none"> <li>Formulate hypotheses, make predictions</li> <li>Describe processes, procedures</li> </ul>	<ul style="list-style-type: none"> <li>Discuss stories, issues, concepts</li> <li>Give speeches, oral reports</li> <li>Offer creative solutions to issues, problems</li> </ul> <p>■ Julia; ■ Ko Than Nu</p>	<ul style="list-style-type: none"> <li>Engage in debates</li> <li>Explain phenomena, give examples, and justify responses</li> <li>Express and defend points of view</li> </ul>
READING	<ul style="list-style-type: none"> <li>Match icons and symbols to words, phrases or environmental print</li> <li>Identify concepts about print and text features</li> </ul> <p>■ Marco</p>	<ul style="list-style-type: none"> <li>Locate and classify information</li> <li>Identify facts and explicit messages</li> <li>Select language patterns associated with facts</li> </ul> <p>■ Ko Than Nu</p>	<ul style="list-style-type: none"> <li>Sequence pictures, events, processes</li> <li>Identify main ideas</li> <li>Use context clues to determine meaning of words</li> </ul> <p>■ Julia</p>	<ul style="list-style-type: none"> <li>Interpret information or data</li> <li>Find details that support main ideas</li> <li>Identify word families, figures of speech</li> </ul>	<ul style="list-style-type: none"> <li>Conduct research to glean information from multiple sources</li> <li>Draw conclusions from explicit and implicit text</li> </ul> <p>■ Amitabh</p>
WRITING	<ul style="list-style-type: none"> <li>Label objects, pictures, diagrams</li> <li>Draw in response to a prompt</li> <li>Produce icons, symbols, words, phrases to convey meaning</li> </ul> <p>■ Marco</p>	<ul style="list-style-type: none"> <li>Make lists</li> <li>Produce drawings, phrases, short sentences, notes</li> <li>Give information requested from oral or written directions</li> </ul> <p>■ Julia; ■ Ko Than Nu</p>	<ul style="list-style-type: none"> <li>Produce bare-bones expository or narrative texts</li> <li>Compare/contrast information</li> <li>Describe events, people, processes, procedures</li> </ul>	<ul style="list-style-type: none"> <li>Summarize information from graphics or notes</li> <li>Edit and revise writing</li> <li>Create original ideas or detailed responses</li> </ul> <p>■ Amitabh</p>	<ul style="list-style-type: none"> <li>Apply information to new contexts</li> <li>React to multiple genres and discourses</li> <li>Author multiple forms/genres of writing</li> </ul>

# The differentiation template

*Fairbairn & Jones-Vo, 2010*

Level 1	Level 2	Level 3	Level 4	Level 5
Language-based expectations (from the can-do descriptors)				
Standards-based content/topic/theme (from the curriculum)				
Scaffolding and support (according to ELD level)				

# Clarifying the Roles of the Content and Language Teachers



# Turn and talk

*Do all of your teachers know how to...*

- Differentiate content-area instruction according to ELLs' ELD levels and other factors
- Teach language for academic purposes in their content areas
- Collaborate with other teachers to ensure that all students, particularly ELLs/bilingual learners can learn and achieve in today's standards-driven classrooms.

# Closing Reflections

- What stood out?
- What did you learn?
- What can you use?
- What questions do you have?