

**CRAFTING A DISTRICT WIDE  
RESPONSE TO LINGUISTIC  
DIVERSITY:  
YOUR LEADERSHIP IS KEY**

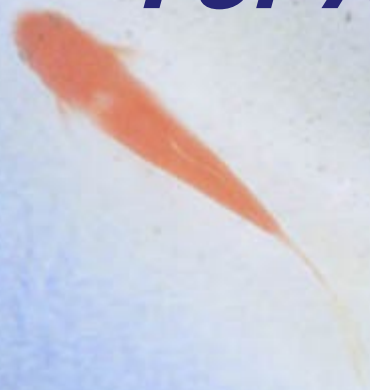
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and

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***For Aurora Public Schools***

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# Overview

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- This interactive session introduces administrators to effective policies, programs, and practices for English language learners.
- It is structured to activate your prior knowledge, answer your burning questions, and provide a framework for improving policies, programs, and practices for ELLs in your contexts.

# Agenda

- **BEFORE**

- Content and language objectives; big ideas
- Guiding questions
- Adjusting our mindset

- **DURING**

*Expert jigsaw activity*

- How children learn in two languages
- Policies and accountability requirements
- Effective programs and practices for ELLs

- **AFTER**

- Survey for reflection and action
- Identifying concrete steps we can take

# Content objectives

## *Participants will...*

- Describe how children learn in two languages, and explain how specific aspects of ELLs' backgrounds influence their academic achievement and English language acquisition
- Articulate critical features of effective programs for ELLs
- Look critically at current assessment and accountability requirements for all students with attention to accountability for ELLs
- Identify strengths and future possibilities of our programs for ELLs
- Begin to outline concrete action steps that we can take to improve our programs and practices

# Language objectives

## *Participants will...*

- Use content vocabulary orally and in writing.
  - English language learner (ELL)
  - Conversational fluency, academic language proficiency
  - Additive bilingualism, subtractive bilingualism
  - Sheltered instruction
  - Formative assessment, summative assessment
  - Authentic accountability
- Use language (orally and in writing) to *identify, describe, question, explain, and evaluate* aspects of our programs and practices for ELLs.

# Big Ideas

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- English language learners (ELLs) have the right to the same educational opportunities as all other students in public schools.
- Everyone who works with ELLs at school (administrators, teachers, teaching assistants, secretaries, guidance counselors, nurses) shares responsibility for ensuring that ELLs have equal access to educational opportunities.
- Knowledgeable administrators ensure that their program for ELLs is pedagogically sound, well-implemented, and delivers results.

# Guiding Questions

1. Who are your ELLs?
2. What are your goals?
3. How are your school's policies, programs, and practices structured to enable your students to reach those goals?
4. What evidence (formative and summative) do you have of student growth and achievement relative to those goals?
5. What are the strengths of your policies, programs, and practices for ELLs?
6. What future possibilities do you see?
7. What action steps can you take in order to realize those future possibilities?

# Materials

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- Hamayan, Else & Freeman, Rebecca (Eds.) 2006. *English Language Learners at School: A Guide for Administrators*. Philadelphia: Caslon Publishing.



# Respond To This Statement

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The presence of second language learners in our schools is a gift and addressing their needs will improve instruction for all students, particularly native English speakers who struggle with academic literacy.

# What is the Mindset We Need?

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Schools can make a positive and significant difference for students when educators account for the complex interactions of language, culture and context and decisions are made within a coherent theoretical.

*Assumption 7 Restructuring Schools*

# Questions to Consider...

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- What instructional strategies will meet the needs of second language learners and benefit all learners?
- What are the implications of these understandings for the overall organization of the school and district?
- What kind of process can allow for a comprehensive district wide response to the demands of linguistic diversity?
- What do you see as your role in orchestrating district wide reform so that all schools better serve second language learners?

# Big Ideas

- Issues of linguistic diversity are connected to the larger issues of race and poverty
- **Instruction organized with the needs of second language learners in mind, will benefit every student in the classroom.**
- Chances for success improve when all the adults in the school share responsibility for the success of all students
- The degree to which this can happen is dependent on the vision and wisdom of school leaders

# IN GROUPS OF 3

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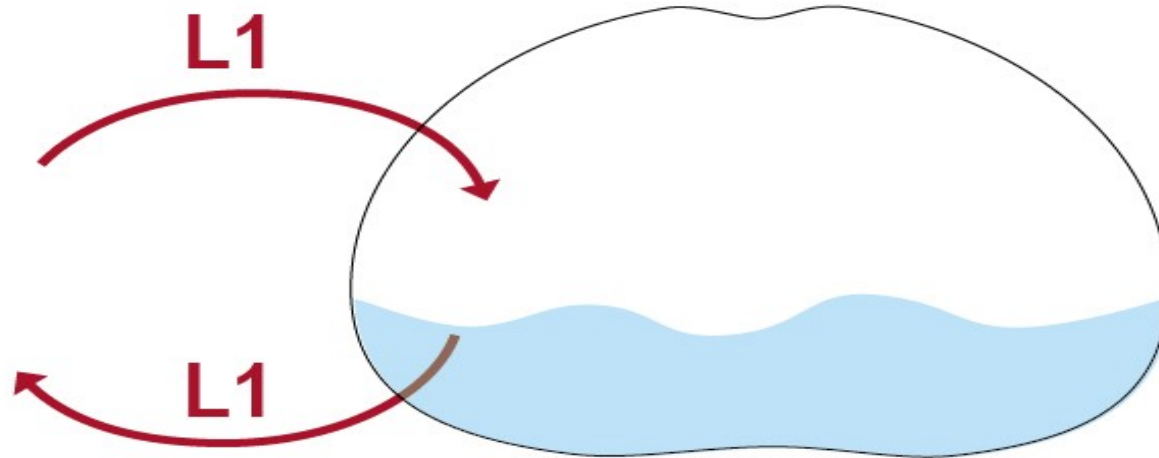
1) Be sure everyone in your group can explain what is meant by “adding to and taking from the Conceptual Reservoir” including the concepts of the L1 pathway, the L2 pathway and Transfer.

2) How do you react to the statement?

“Our job as educators is to fill the conceptual reservoir as deeply as possible not to teach students to read and write.”

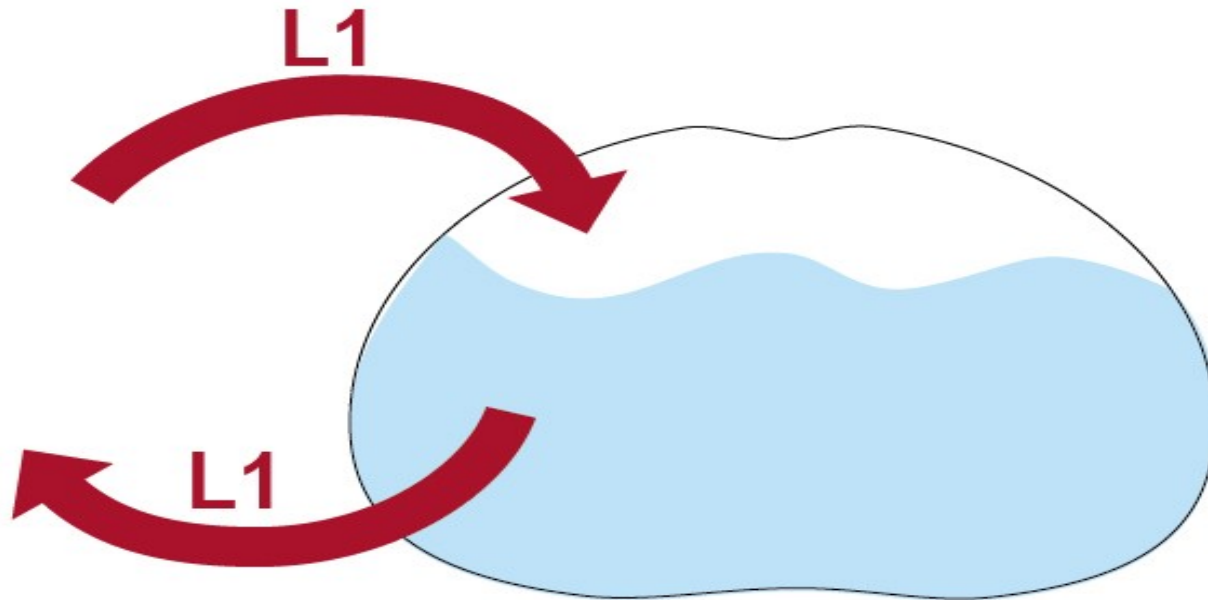
# Adding to the reservoir through the first language

## *Conceptual Reservoir*



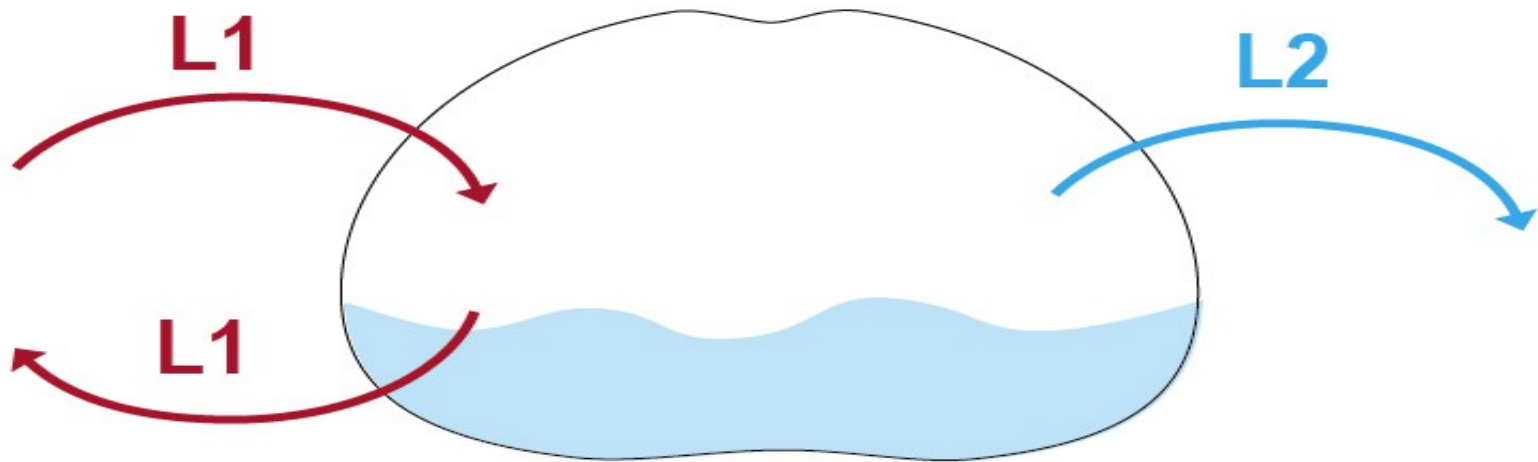
# Deepening the Reservoir Strengthening the Pathways

## ***Conceptual Reservoir***



# Learning a Second Language Taking from the Reservoir

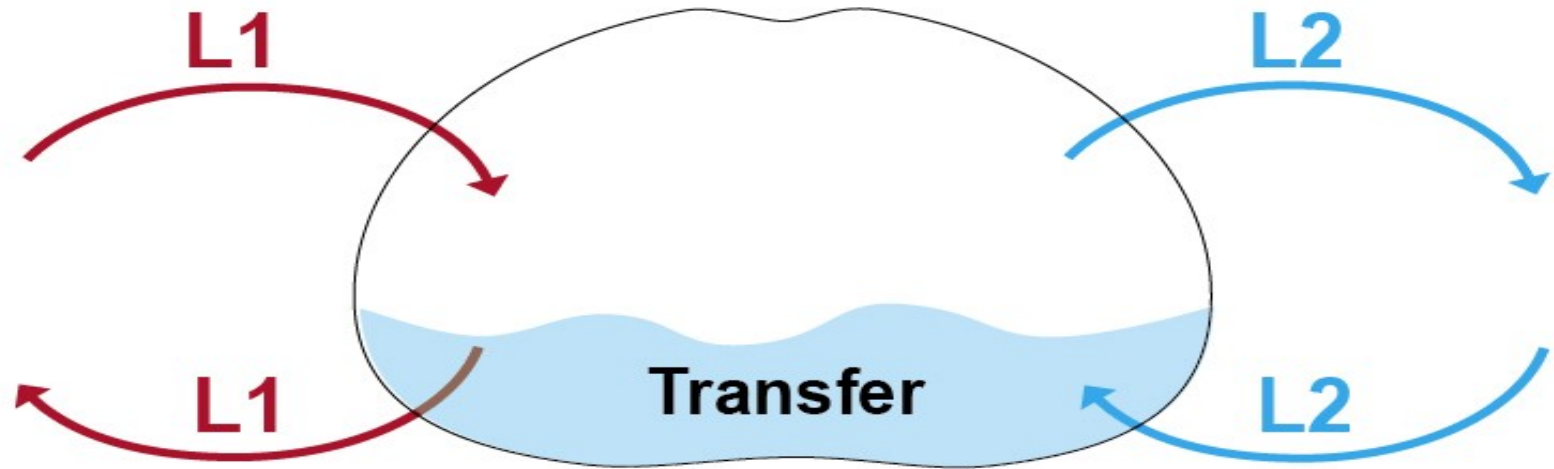
## *Conceptual Reservoir*





# Using both languages

## *Conceptual Reservoir*

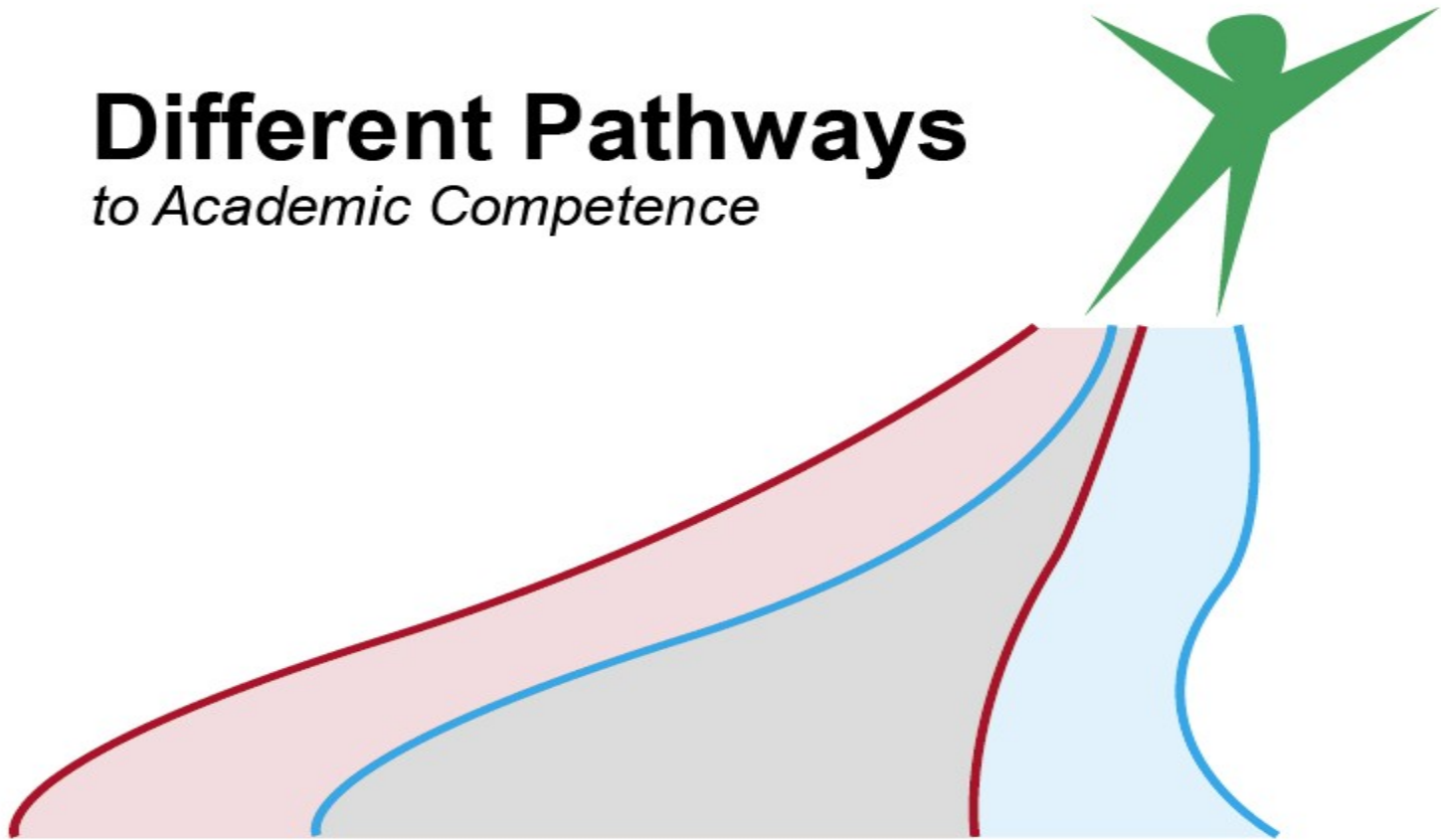


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How is academic  
competence best  
developed in linguistically  
diverse settings?

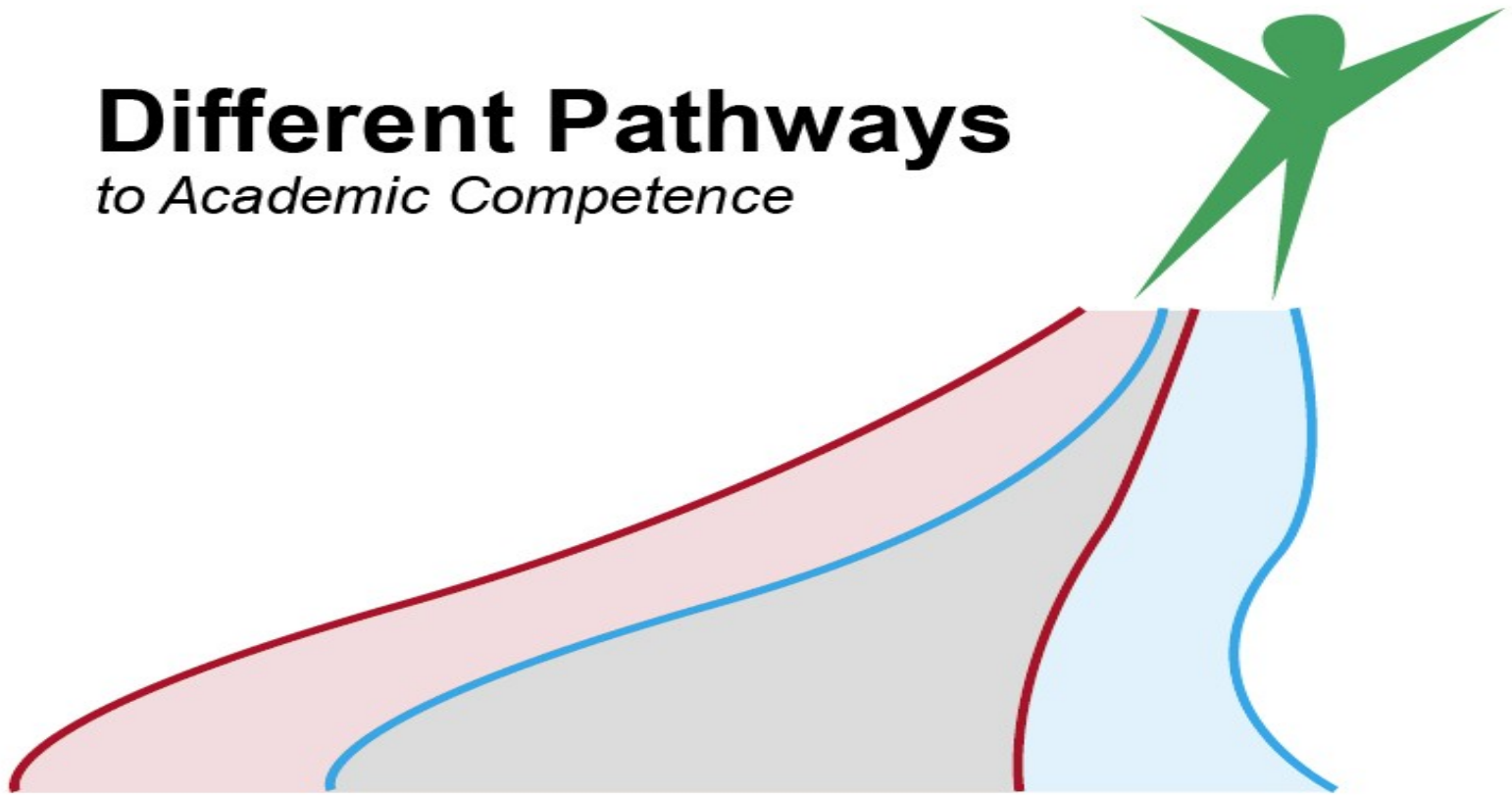
Most teachers currently use strategies that are based on understandings of how students learn through their first language - the red road.

## **Different Pathways** *to Academic Competence*



Students learning through their second language are striving to reach the same academic goals as native-English speakers. However, the pathway they follow to get there will be different. In order to be effective, teachers need to utilize strategies that are better suited to the second language pathway - the blue path.

## **Different Pathways** *to Academic Competence*



If we organize for the whole school  
based on the understandings that  
guide instruction for ELLs

the blue pathway

then every child, regardless of  
language background or  
proficiency, would benefit.

Including highly literate native  
English speakers!

# REFLECTION & DISCUSSION

- How does this mindset interface with the initiatives already in place in Aurora Public Schools?
- How would more fully implementing these ideas enhance or detract from what you are currently doing?
- What would it take to make these understandings more widespread?

# Focusing our learning: Jigsaw activity

- Step 1: Divide into three groups
  - Group 1: How children learn through two languages
  - Group 2: Policies and accountability requirements for ELLs
  - Group 3: Effective programs and practices for ELLs
- Step 2: Small group work → K-W-L-S activity
  - Group members identify what they know and what they want to know about their topic
  - Each group prepares to lead discussion of their topic
- Step 3: Whole group discussion
  - Small groups lead discussion, sharing what they know and want to know
  - Rebecca teaches on top

# How children learn in two languages

## *Some fundamentals (see chapter 3)*

- ELLs' language and literacy development and their academic achievement at school are influenced by
  - First language literacy
  - Educational background
  - English language proficiency level → p.69
  - Cultural background → p. 63
  - Age
  - Learning style, motivation
  - Larger sociolinguistic and educational context surrounding the school
- While it generally only takes one to three years for ELLs to acquire conversational fluency, it may take five to seven or more years for them to acquire the academic language proficiency they need to participate and achieve at school (Cummins)



# Addressing special needs of ELLs

## *Appropriate RTI for ELLs!*

- Teams of professionals → ESL/bilingual, special ed, mainstream
- Describe before diagnosing
- Identify a continuum of interventions
- Measure student's response to intervention

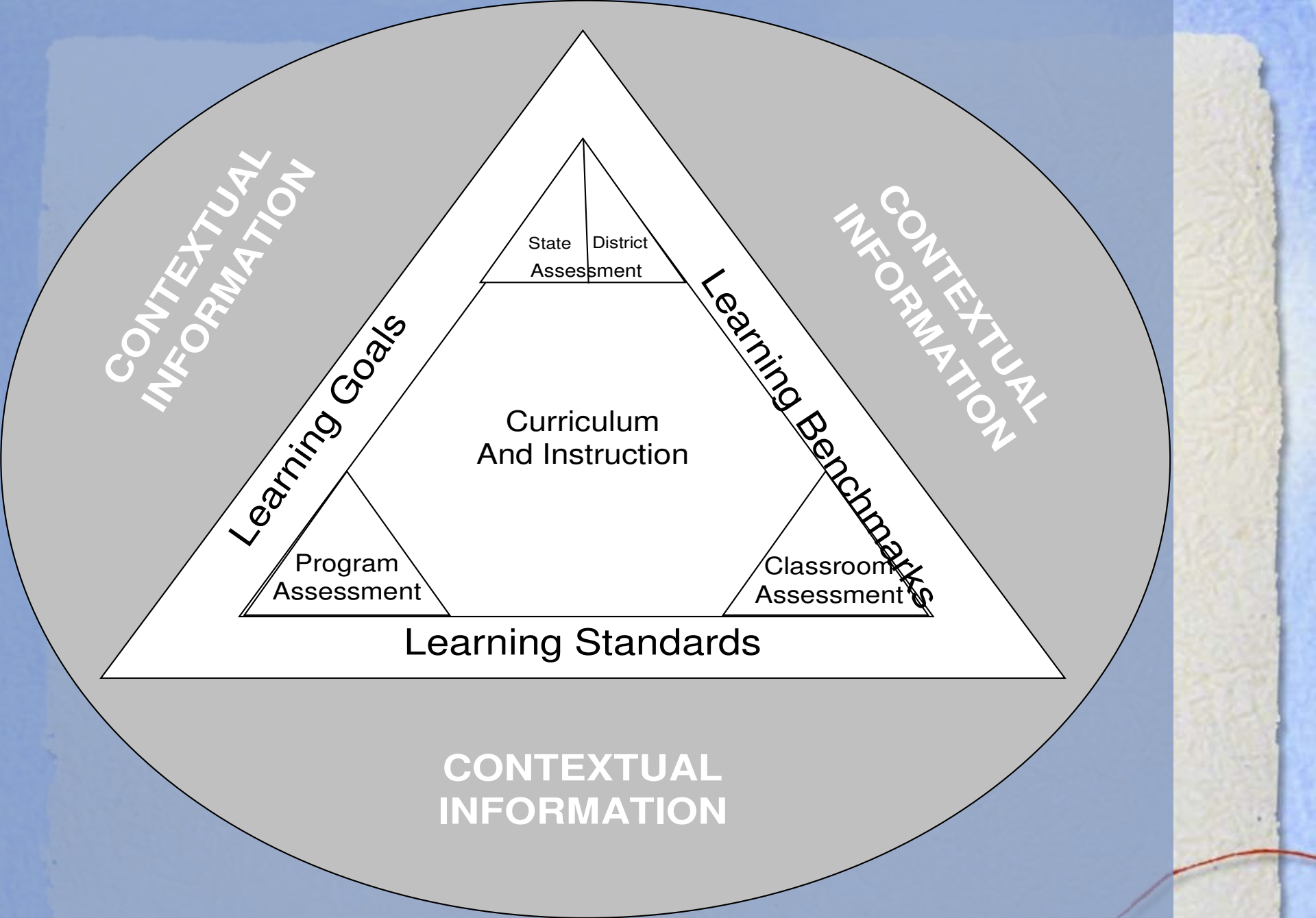
Hamayan et al (2007). *Special Education Considerations for ELLs: Delivering a Continuum of Services.*

# **Authentic accountability for ELLs**

## ***See chapter 1***

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- **REMEMBER:** A standardized test that was designed for English speakers to measure their content-area knowledge in English is not a valid or reliable assessment for students who are defined as English language learners
- We need multiple measures of ELLs' content and language growth and achievement over time



The BASIC Model: Gottlieb & Nguyen

# Complementing standardized tests with common formative assessments on the program level

- **State level**
  - Standardized tests of academic achievement and English language proficiency: *Summative data*
    - Used to determine the number of students attaining proficiency in one year
    - Responds to federal and state accountability requirements
- **School/District Program level**
  - Standard or common assessments: *Summative and formative data*
    - Used to assess student growth and achievement OVER TIME in relation to district/state standards using district rubrics
    - Allows for meaningful comparisons across classes, programs, schools in district
    - Used to inform teaching, learning, program and professional development, and policy
- **Classroom level**
  - Idiosyncratic or classroom-based assessments: *Formative data*
    - Used to guide instruction
    - Used to monitor students' growth and evaluate student achievement relative to teaching and learning objectives

(Gottlieb and Nguyen, 2007).

# Pivotal Portfolio

## *(Gottlieb & Nguyen, 2007)*

### Working portfolio

- Students' work-in-progress
- Provides a rich portrait of student at different stages of learning with individual strengths and weaknesses

### Showcase portfolio

- Students' best work is featured

- *Because these types of portfolios are usually constructed by classroom teachers, the content of the portfolios is often limited to the teacher's instructional focus and classroom assessment.*

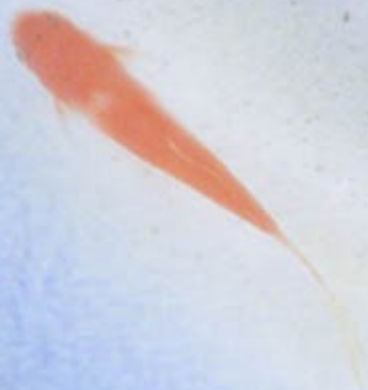
### Pivotal Portfolio

Hybrid of the working portfolio and the showcase portfolio with three main distinctions:

1. Each teacher gathers what the teachers collectively consider evidence of essential student learning and achievement
2. All teachers use common assessments of that essential student work
3. Pivotal portfolio follows the student for the length of the students' career in the language education program

# **Critical features of effective programs for ELLs**

See chapters 4 and 5



# **The Castañeda Standard**

## ***(Castañeda v. Pickard, 1981)***

- Programs must be based on an educational theory recognized as sound by experts.
- Resources, personnel, and practices must be reasonably calculated to implement the program effectively.
- Programs must be evaluated and restructured, if necessary, to ensure that language barriers are being overcome (from Crawford, p. 8).

### Comprehensible standards-driven content area instruction

- In L1 in bilingual classes
- In English in Sheltered English classes (e.g., sheltered math, sheltered science, sheltered social studies, sheltered language arts)
- In English using sheltered strategies in mainstream classes

### Content-based English as a second language (ESL) instruction

- Stand-alone ESL class
- Pull-out ESL classes
- Push-in ESL instruction

## Critical features of effective programs for ELLs

### Support for first language literacy development

- In bilingual program
- In heritage language program (e.g., Spanish for Native Speakers-SNS)
- Creatively in English-only programs

### Positive school environment

- Knowledgeable leadership
- Sees linguistic and cultural diversity as resources to be developed
- Promotes additive bilingualism, multilingual literacies to the greatest degree possible



# Implementing Effective Programs for ELLs

*Remember: ELLs are everyone's responsibility!*

- What kinds of knowledge and skills do ADMINISTRATORS need to develop?
- What kinds of knowledge and skills do ALL TEACHERS need to develop?
  - Mainstream teachers
  - ESL teachers
  - Bilingual teachers
  - Guidance counselors
  - Secretaries
  - Nurses
  - Instructional aides
  - Special education teachers

# **Administrators need to know...**

*From Barb Marler (2006), pp. 167-168*

- Processes of second language acquisition and acculturation
- Effective instructional/assessment strategies for ELLs
- Authentic accountability for ELLs' growth and achievement
- Federal and state law as it applies to English language learners

# Administrators need to be able to...

*From Barb Marler (2006), pp. 167-168*

- Create and manage optimal school environments for learning for linguistically and culturally diverse students
- Develop and implement a needs-based PD plan for all educators (not just bilingual/ESL staff)
- Equitably allocate resources throughout school (staff, materials, space)
- Design effective programs for ELLs
- Develop a supportive infrastructure (scheduling, language allocation, instructional priorities, collaboration opportunities) for the program for ELLs
- Implement policies and practices that will facilitate smooth student transitions (program entry, subject area transitions and program exit)
- Design parent involvement activities that appeal to language minority parents
- Coach and/or direct teachers into creating and sustaining classroom environments that result in maximum academic achievement and linguistic progress for ELLs
- Accurately interpret student performance data in a meaningful way
- Use data to drive decisionmaking (e.g., drive instruction, drive program and professional development, inform policy, strengthen advocacy)

# What do all teachers need to know and be able to do?

*From Crandall, Stein, & Nelson (2006) pp. 169- 178*

## **Points of Collaboration in PD**

- Knowledge of first and second language acquisition and literacy development
- Knowledge of differences in cross-cultural communication and educational experiences and expectations concerning the appropriate roles of teachers, learners, and parents in school
- Strategies for linking instruction with language and literacy activities in the home and community
- Strategies for adapting materials and instruction to accommodate differences in language and literacy development
- Methodology for teaching ELLs both academic content and English
- Appropriate assessment strategies for ELLs

*Your ESL and bilingual teachers may have expertise in these areas.*

# ***Professional learning community***

*DuFour & Eaker, 1998*

- Characterized by a shared mission, vision and values; collective inquiry; collaborative teams; an orientation toward action and a willingness to experiment; commitment to continuous improvement; and a focus on results.
- Can stimulate significant improvement in a school's ability to reach its objectives.

# REMEMBER!

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- ELLs are everyone's responsibility
- There is no one-size-fits-all approach that is appropriate for every context
- Collaboration is critical

# AFTER

## Taking it to your schools

### *Survey for reflection and action*

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Step 1: Organize into two groups

Group 1: Individually fill out survey for reflection and action on pp. 103-105

Group 2: Individually fill out survey for reflection and action on pp. 135-136

Step 2: Get in small groups who have filled out the same survey. Share your responses to your surveys for reflection and action. 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?

## **What actions can we take?**

- Return to the guiding questions and begin to identify action steps you can take to build on your strengths and realize future possibilities



# Closing Reflections

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