

Emerging ELL Communities: Key Considerations for SEAs

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Overview of Session

In this session, we will discuss key considerations and implications for the effective education of ELLs that SEAs may want to take into account when planning for emerging ELL communities in their state.

The session will include examples at the school, district, and state levels.



Key Considerations

Implications for School, District, and State

Key Consideration 1: Student characteristics and needs

Key Consideration 2: Curriculum and instruction

Key Consideration 3: Educator capacity

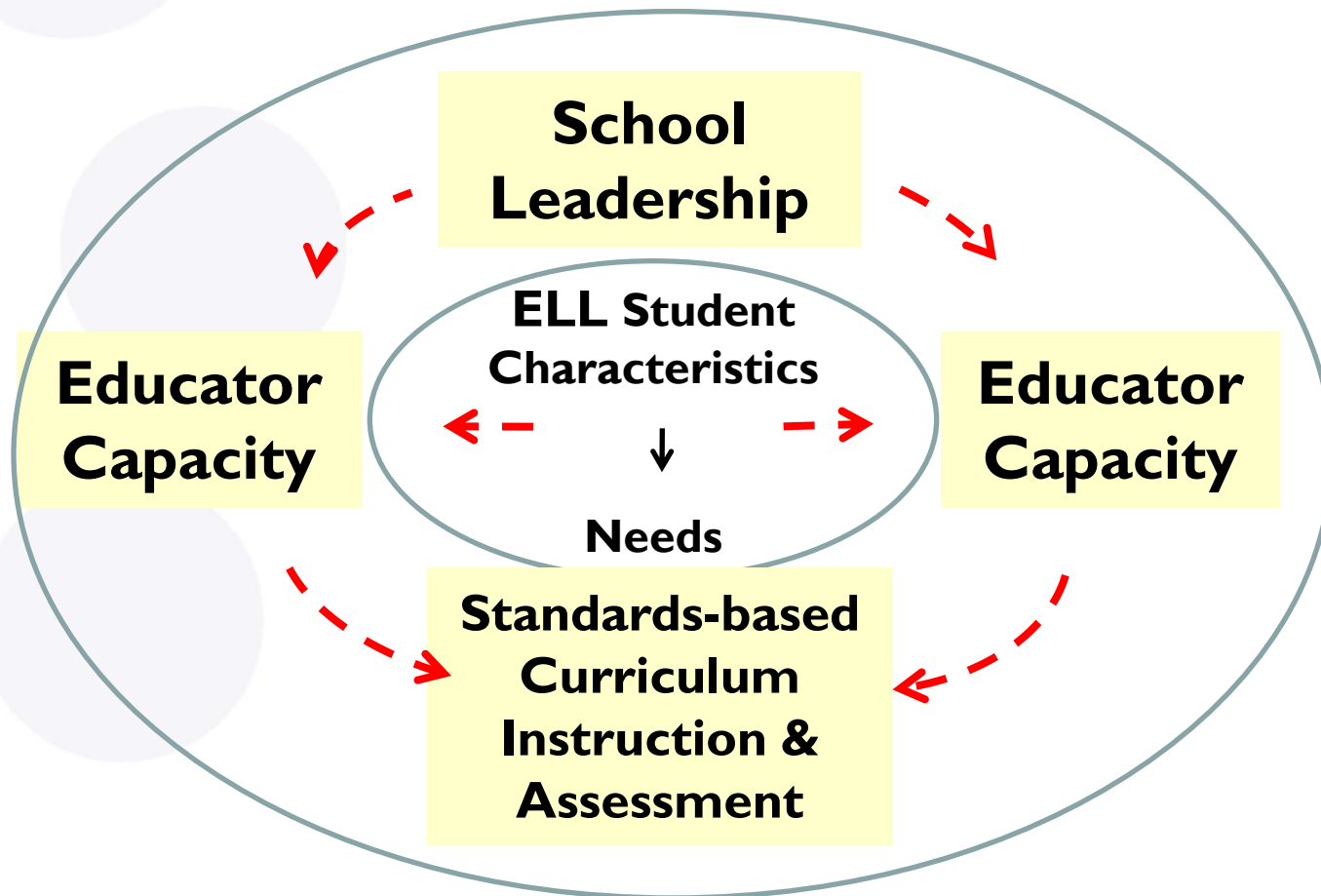


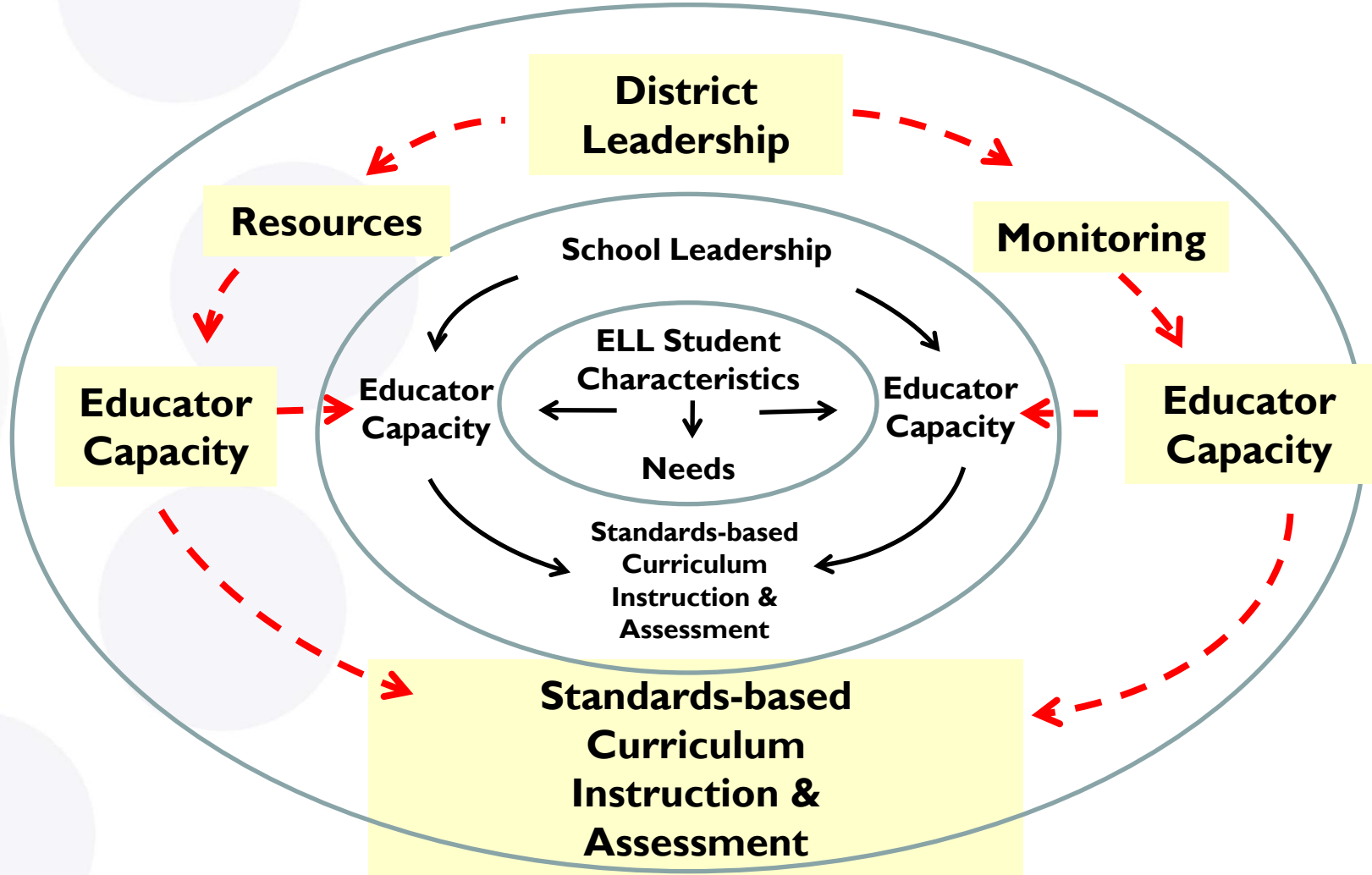
ELL Student
Characteristics



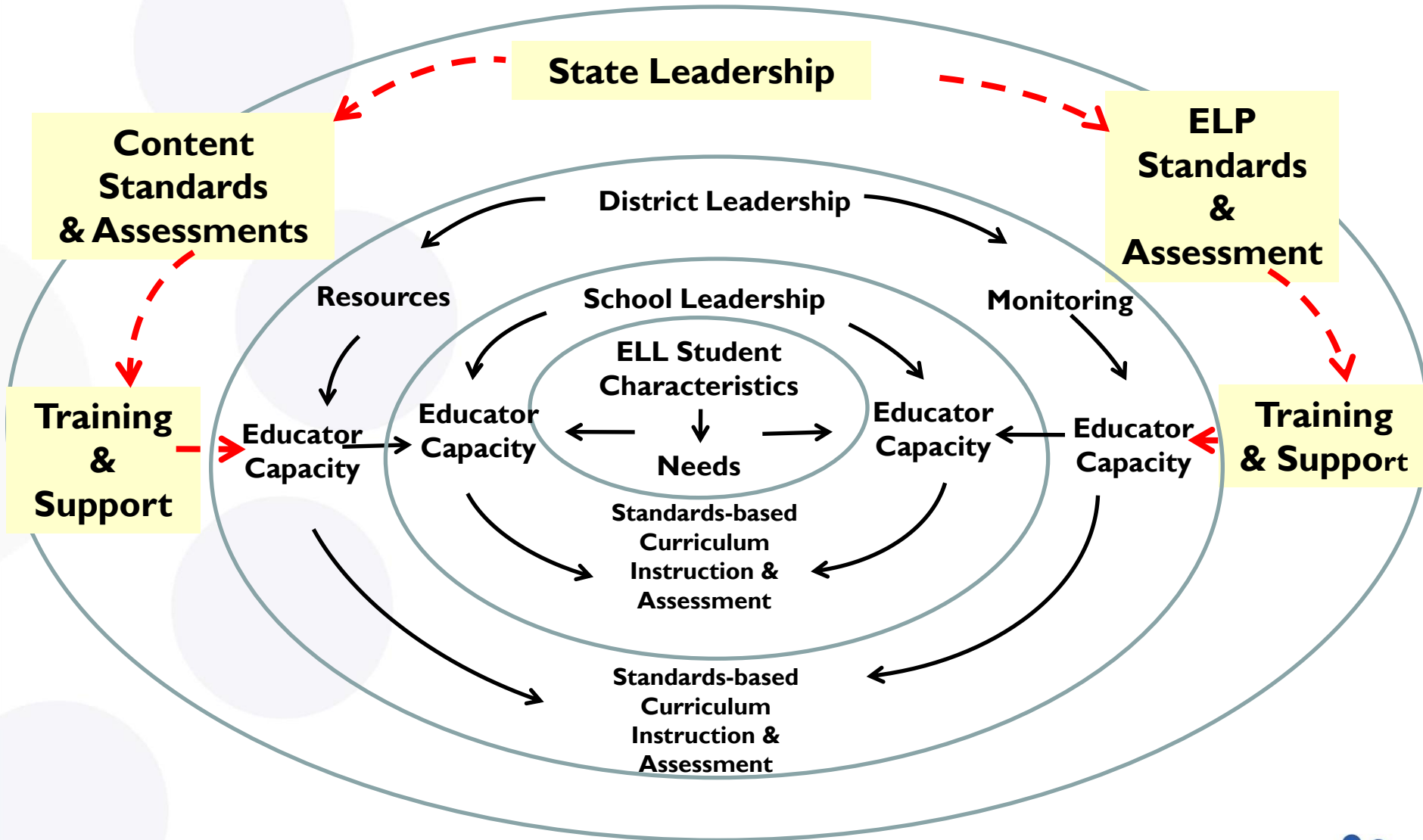
Needs







Educational System – State Level





Key Consideration #1: ELL Student Characteristics

Country of birth or cultural group

Grade level

Home or native language

Prior schooling

Language of instruction or type of instructional program

Literacy in English or other language

Academic and social English proficiency



Jigsaw Activity: ELL Student Characteristics

1. Form teams of 4.
2. Read the student profile provided to you. The student profiles are (1) Alberto, (2) Hsiao, (3) Marta, and (4) Fareed.
3. Describe your student's characteristics to your team members.
4. Discuss commonalities and differences across your 4 students.
5. Be prepared to share the student characteristics that have implications for educational programming.



	Alberto	Hsiao	Marta	Fareed
Country of birth or cultural group				
Grade level				
Home or native language				
Prior schooling				
Language of instruction or type of instructional program				
Literacy in English or other language				
Academic and social English proficiency				



Key Consideration #1 (cont.): ELL Student Needs

What do ELLs Need in Order to Meet Challenging Academic Standards?

Effective teachers

Culturally responsive instruction

Modified academic materials

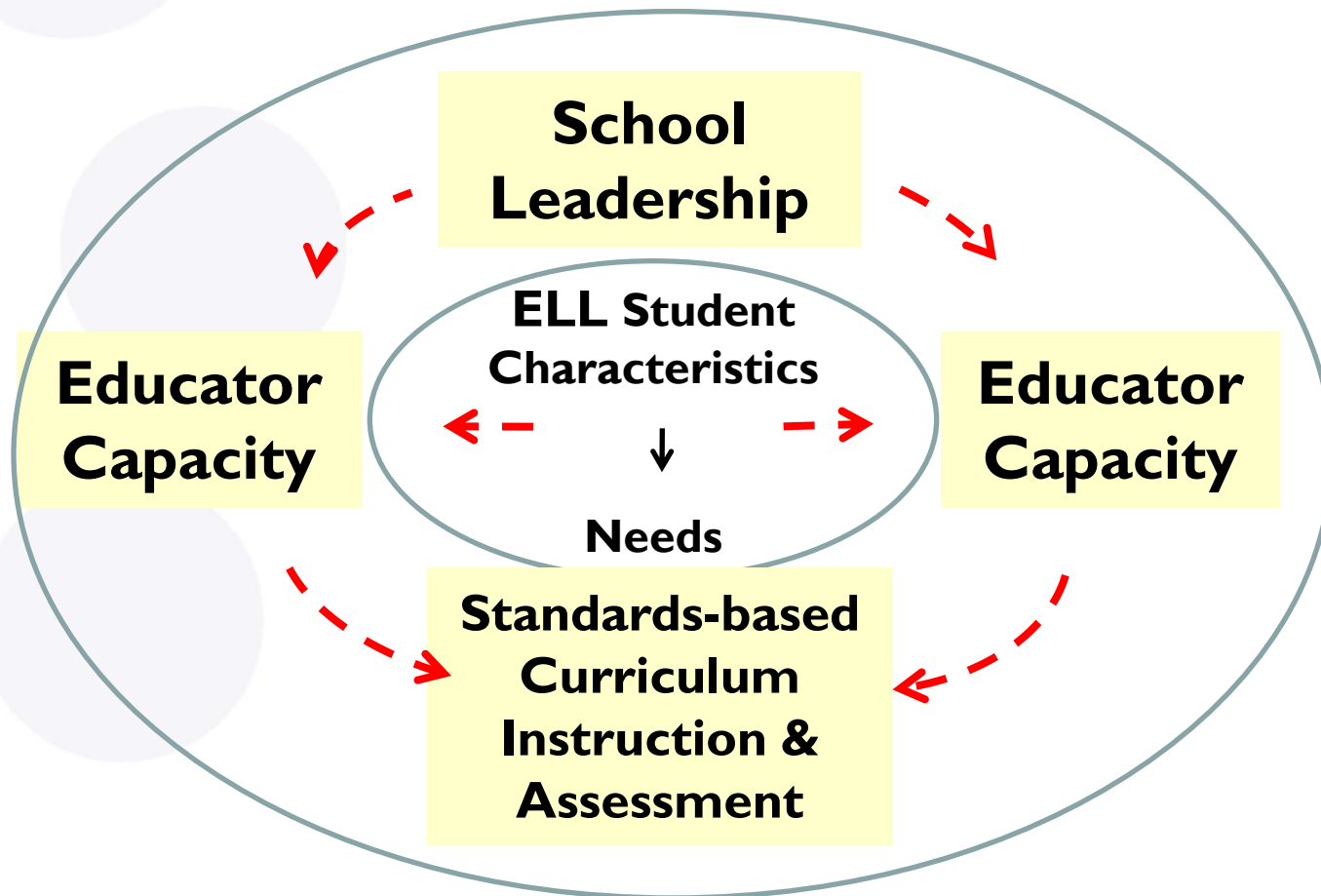
Specially designed and differentiated instruction

Academic language to reach high academic standards

Cognitive challenge

Sociocultural support





Key Consideration # 2: Curriculum and Instruction

ELLs need access to curriculum & instruction that...

Develops their academic language

Uses the native language strategically

Provides explicit instruction in language and literacy across the curriculum

Emphasizes interactive instruction

Supports the home language and culture



Key Consideration #3: Educator Capacity to Teach ELLS

Effective teachers of ELLs teach...

“Survival” language and school “navigational” language

Core content area concepts using sheltered English or the native language

Academic English language functions, linguistic structures, and academic vocabulary associated with core content area concepts

In a culturally-responsive manner



Implications for School Leadership

Effective school leaders provide...

Consistent support for the development of academic language across the curriculum

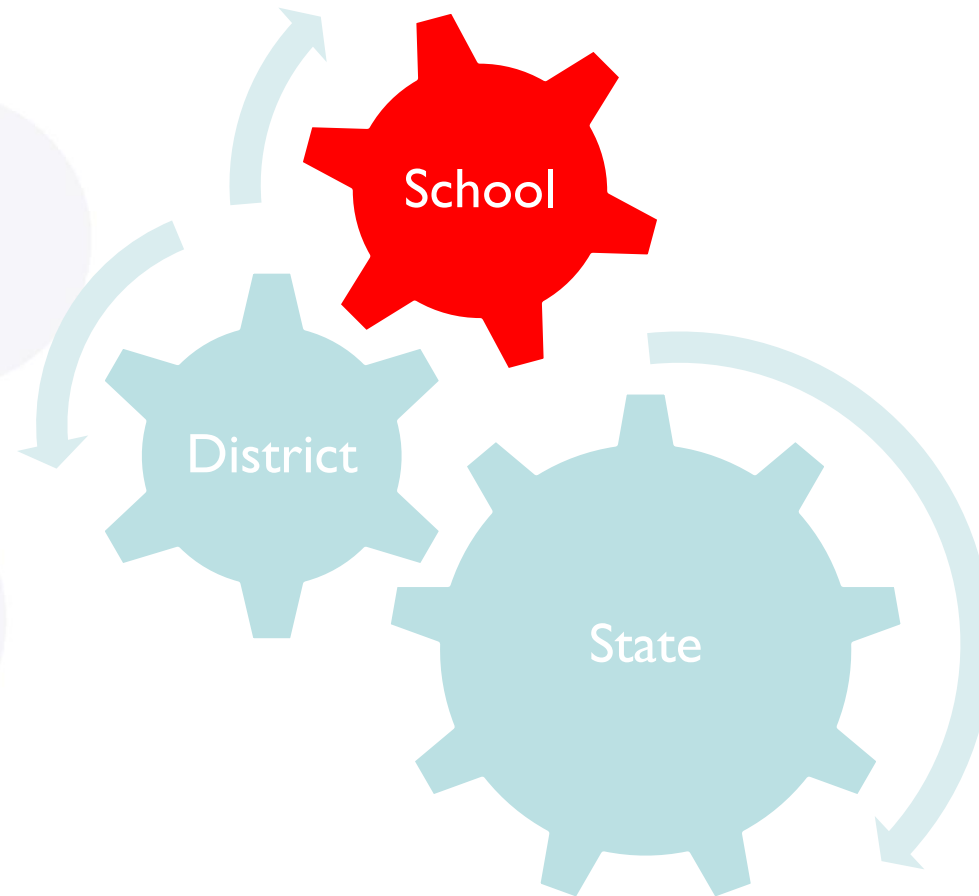
A school climate that fosters cross-cultural knowledge and skills

Intensive staff development for all teachers in effective instruction for ELLs

Opportunities for collaboration among ESL, bilingual, and general education teachers



Supporting Academic Language Development



Out of Chaos

“A *random* process can produce ordered-looking results while an orderly process can produce random-looking results. Mathematicians use the term *chaotic* to describe systematic, nonrandom processes that produce results that look random. Chaos theory helps scientists understand the turbulent flow of water, the mixing of chemicals, and the spread of an oil spill. They often use computers to do these calculations. Your calculator can repeat steps quickly, so you can use the calculator to plot thousands of points.” (Murdock, Kamischke & Kamischke, 2008, p. 30)



Academic language “...must not be left to chance encounters. It must be continuously developed and explicitly taught across all subject areas” (Dutro & Moran, p. 4).



School

In addition to English Instruction

Academic English Instruction in Core
Content Areas

Instructional Planning Across Content Areas

Leadership to Support Instructional Planning
and Implementation



Academic English Instruction in Core Content Areas

The school implemented a sustained silent reading program across the curriculum that included four days per week of silent reading of academic texts and one day per week of academic vocabulary building activities.

Selected language and content area teachers received professional development and coaching to implement reciprocal teaching strategies around academic language.



Instructional Planning Across Content Areas

Regular planning periods for language and content area teaching staff were scheduled to accommodate co-planning.

Summer professional development included two weeks of co-planning for new and returning teachers to incorporate academic language instruction across content areas.

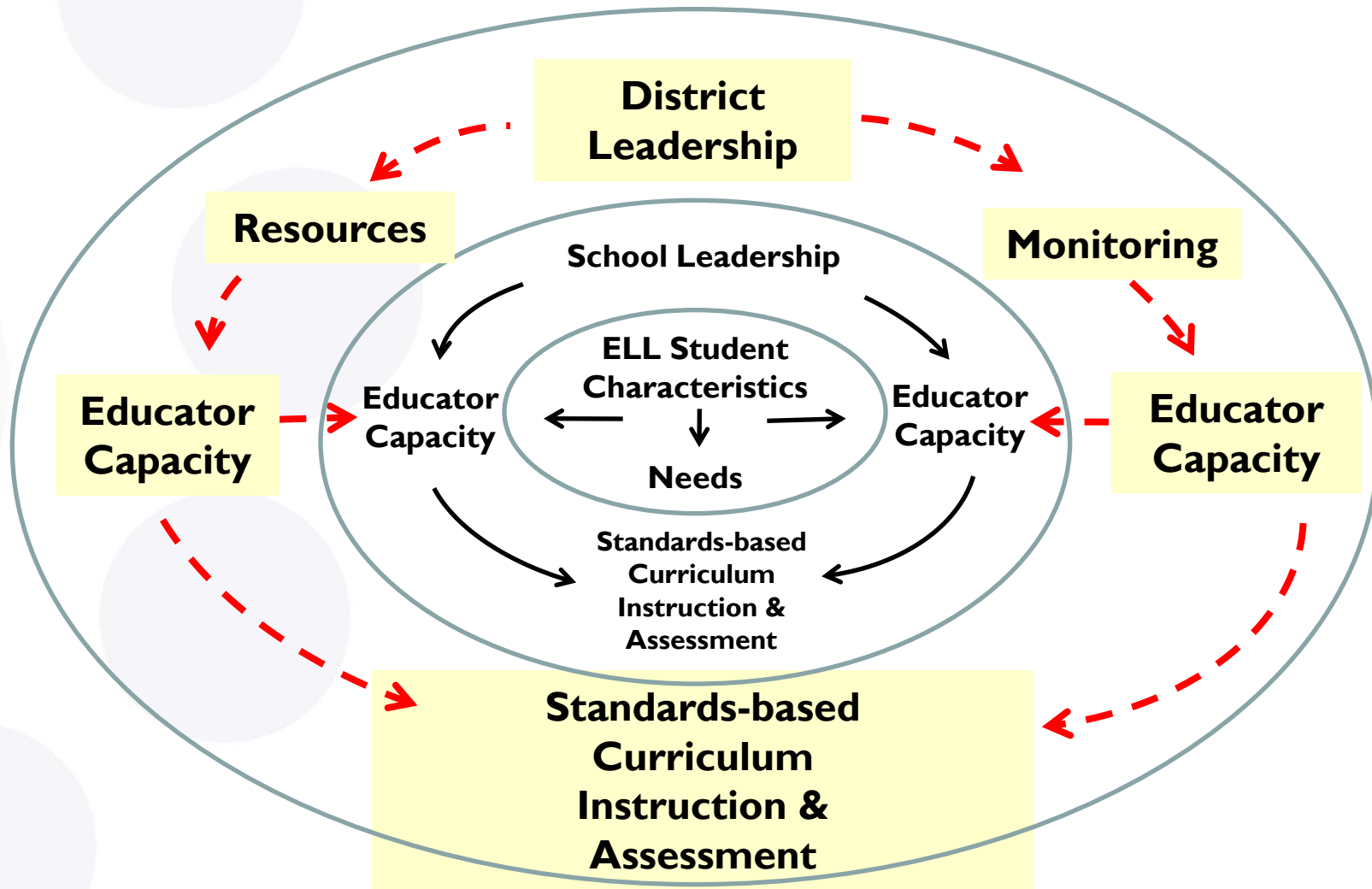


Leadership to Support Instructional Planning and Implementation

Selected language and content area teachers served as critical friends, observing and working with colleagues to incorporate academic language instruction.

Funding from a national organization supported onsite coaching around academic language.





Key Consideration #2: Supporting Curriculum and Instruction for ELLs

Effective districts...

Provide consistent support for the development of academic language and guidance on teaching standards-based academic content to ELLs

Develop and implement regular formative assessments to improve instruction for ELLs

Develop data and reporting systems that provide educators with regular information on the academic needs of ELLs

Provide resources on the native languages and cultures of ELL students



Key Consideration #3: Supporting Educator Capacity to Teach ELLs

Effective districts...

Provide intensive staff development for all teachers in implementing effective instruction for ELLs

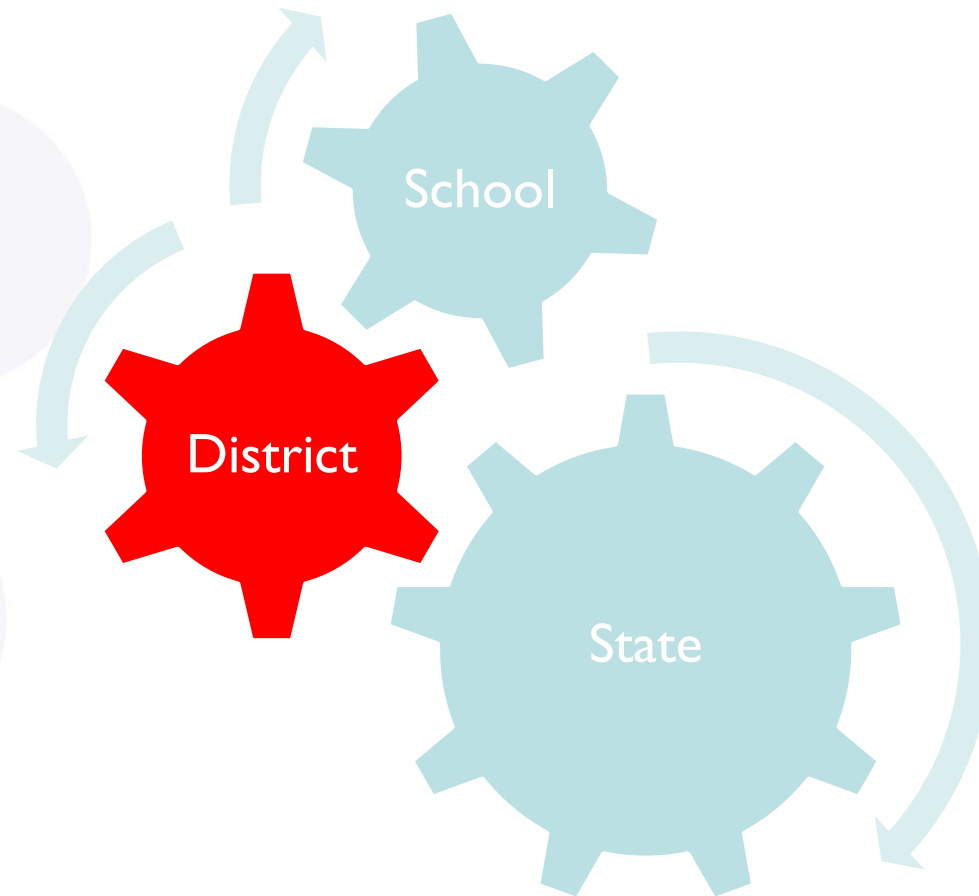
Set clear system-level expectations for practice and outcomes with regard to ELLs

Provide incentives to recruit and retain teachers with ESL and bilingual expertise

Forge university-district partnerships to prepare ESL/bilingual teachers



Supporting Academic Language Development



District

**Professional Development in Analyzing
Academic Language Demands**

**Leadership and/or Coaching to Support
Continued Implementation of Instructional
Plans**



Professional Development in Analyzing Academic Language Demands

As part of a district-wide improvement plan to avoid state takeover, the district provided ongoing, job-embedded professional-development and biweekly collaboration opportunities around research-informed instruction, including academic language instruction.

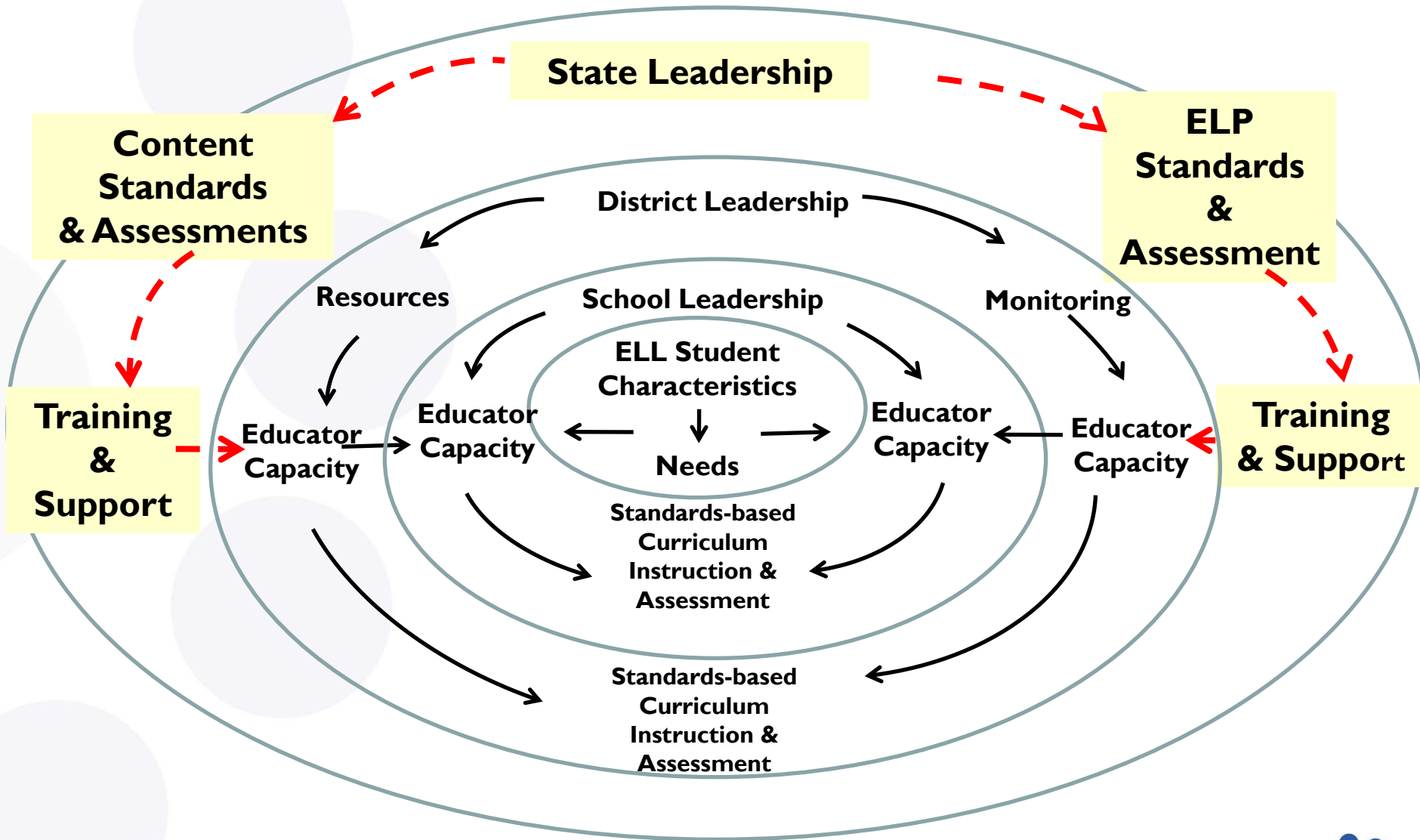
In one workshop, language and content area teachers in the district analyzed language registers and academic discourse.



Leadership and/or Coaching to Support Continued Implementation of Instructional Plans

The district organized its professional development to support a leadership team of academic coaches, program improvement resource teachers, English language learner program specialists, and the principals and assistant principals of curriculum and instruction. The concepts and strategies presented in the academic discourse workshop have been incorporated into the district's ninth and tenth grade curriculum, with the help of the district leadership team.





Key Consideration #2: Supporting Curriculum and Instruction for ELLs

Effective States...

Provide resources and professional development on content and ELP standards that are reflective of the instructional needs of ELLs, particularly in the area of academic language

Provide resources on the native languages/cultures of ELL students

Help districts and schools interpret ELL student state assessment data (both content and ELP)

Reconsider expectations for content coverage, particularly at the middle and high school levels



Key Consideration #3: Supporting Educator Capacity to Teach ELLs

Effective States...

Provide funding and incentives for ESL/bilingual teacher preparation

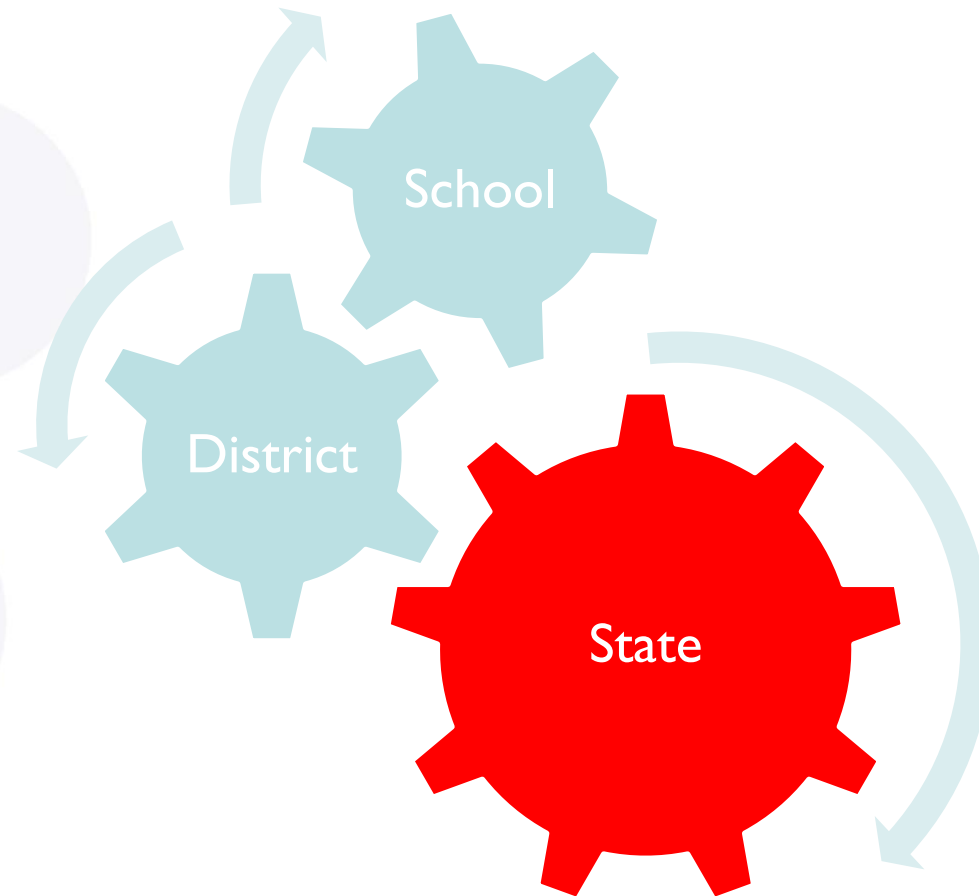
Strengthen teacher licensure and preparation requirements for both general education and ESL/bilingual teachers

Provide opportunities for school and district leaders to form “ELL support networks” across the state

Provide professional development for all teachers that focuses on instruction for ELLs



Supporting Academic Language Development



State

Content Standards that Include Academic Language Demands

Training & Support that Strengthens the District's Ability to Provide Professional Development around Academic Language



Content Standards that Include Academic Language Demands

Living Environment Standard 4, Key Idea 1

Living things are both similar to and different from each other and from nonliving things.

PERFORMANCE INDICATOR 1.1: Explain how diversity of populations within ecosystems relates to the stability of ecosystems.

MAJOR UNDERSTANDING 1.1a: Populations can be categorized by the function they serve. Food webs identify the relationships among producers, consumers, and decomposers carrying out either autotrophic or heterotrophic nutrition.

academic language functions: analysis – Identify the parts of a selected food web and describe the relationships among the parts.

academic vocabulary: general – function; **specialized** – autotrophic

grammatical structures: long noun phrases - The interrelationships and interdependencies that develop between organisms may sustain stable ecosystems for thousands of years.



Training & Support that Strengthens the District's Ability to Provide Professional Development Around Academic Language

Train district professional development staff and curriculum specialists (language and mathematics) to identify and develop the academic language of CA Algebra I standards.



Example: The Academic Language of Algebra (cont.) ³⁸

Provide professional development for CA districts organized around the following questions:

1. What academic language do students need to know to access algebra text?
2. What do teachers need to know about academic language to help students access algebra text?
3. What do mathematics educators need to know about academic language to better prepare mathematics and language teachers?
4. What do professional developers need to know about academic language to provide better in-service to mathematics and language teachers?



Reflection

Take a minute to reflect on where your State is in terms of taking into account each of these key considerations.

1. Student characteristics and needs
2. Curriculum and instruction
3. Educator capacity

What priorities do you have?



Questions?

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