




**Ensuring Shared Responsibility for ELLs**  
*Leadership for Change*

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# Overview

- This interactive workshop is for all educators who work with ELLs (administrators, classroom teachers, literacy and special education specialists, and ESL/bilingual educators).
- The workshop shares resources and models strategies that practicing educators can use to ensure equity and achievement for the ELLs in their schools and communities.
- First we look at the big picture with attention to three fundamental areas: 1) how children learn in two languages; 2) authentic assessment and accountability for ELLs; and 3) critical features of effective programs and practices for ELLs.
- Then we focus on strategies that enhance collaboration among general education and ESL/bilingual educators, and we highlight the leadership role of the ESL/bilingual educator.

# Ensuring Shared Responsibility for ELLs

## Agenda

### **BEFORE**

- Content and language objectives, guiding questions
- What's happening in our schools?: Survey for reflection and action

### **DURING**

- Positioning ESL/BE educators as educational leaders: Sharing what we know...
  - How children learn in two languages; authentic assessment and accountability for ELLs; critical features of effective programs for ELLs; what mainstream administrators and teachers need to know and be able to do; ELL-focused PLCs
- Developing a common language and a common practice around ELLs
  - Essential questions for reflective practitioners; oral/written retelling; document review; common assessments; pivotal portfolio
- Ensuring collaboration among mainstream and ESL/bilingual teachers

### **AFTER**

- Assessing our strengths and needs; developing action steps

# Big Ideas

- English language learners are everyone's responsibility.
- There is no one-size-fits-all approach for ELLs.
- Effective programs for ELLs meet the Castañeda Standard.
- Coherence is key.
- Educators must use evidence of ELLs' growth and achievement to drive decisionmaking.
- Knowledgeable leadership is critical.
- When all educators work with the needs of linguistically and culturally diverse students in mind, all students benefit.

# Content Objectives

## *Participants will...*

- Identify knowledge and skills that all educators need in order to educate ELLs
- Clarify the roles of the content and language teachers
- Identify strategies that mainstream and ESL/bilingual teachers can use to improve collaboration
- Identify strengths and future possibilities of their programs for ELLs
- Begin to outline concrete action steps that can improve programs and practices

*NOTE: Content objectives are about the big ideas, and should be more or less the same for all students.*

# Language Objectives

*Participants will...*

- Use content vocabulary orally and in writing.
  - Conversational fluency (BICS), academic language proficiency (CALP)
  - Additive bilingualism, subtractive bilingualism
  - Balanced assessment and accountability system; formative and summative assessments; authentic accountability for ELLs
  - Sheltered instruction, differentiated instruction and assessment
  - ESL/ELD
- Use language (orally and in writing) to *compare and contrast* the role of the language and content teachers
- Use language to *identify, describe, question, explain, and evaluate* aspects of our programs and practices for ELLs.

*NOTE: Language objectives should be differentiated based on students' language and literacy proficiency.*

# 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?
4. How do you use that evidence to drive decisionmaking?
5. What support systems do you have in place to ensure that your ELLs reach their goals?
6. What strengths can you identify?
7. What future possibilities can you see?
8. What action steps can you take?
9. What resources will you need?

**Activity: Initial Survey to set the stage...**

# Initial Survey to Set the Stage

*Focus → Chs.4 and 5 Hamayan & Freeman (2006)*

*Program Development, Implementation and Evaluation*

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?

# Positioning ESL/BE professionals as educational leaders

- *How children learn in two languages*
- *Authentic accountability for ELLs*
- *Critical features of effective programs for ELLs*

# How children learn in two languages

## *Some fundamental notions to remember*

- ELLs' language and literacy development and their academic achievement at school are influenced by
  - First language literacy
  - Prior schooling
  - English language proficiency level
    - Stages of second language acquisition
    - WIDA ELP Standards
    - Can-do descriptors
  - Cultural background
  - Age; learning style, motivation; sociolinguistic/educational context
- 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

# 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.*

# Turn and talk

## *How children learn in two languages*

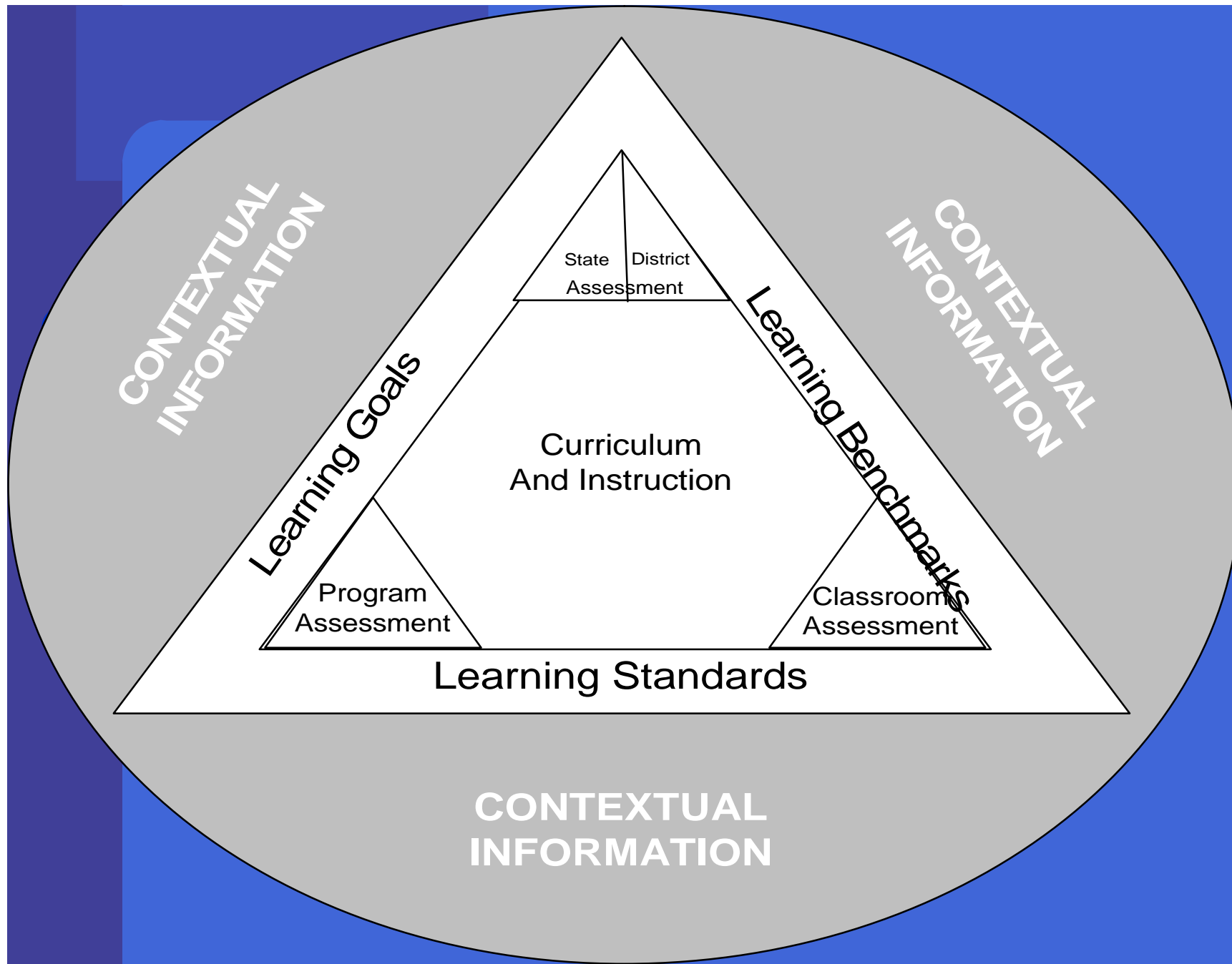
1. What stood out?
2. What did you learn?
3. What can you use?
4. What questions do you have?

ESL/bilingual educators have much of the needed expertise  
– we can provide leadership for change

## **Authentic Assessment and Accountability for ELLs**

*Some fundamental notions to 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' academic and language growth and achievement over time.



The BASIC Model: Gottlieb & Nguyen (2007).

# 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  
(e.g., to demonstrate growth along the continuum of language development)
    - 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

# Use evidence of student learning to drive decisionmaking...

- To guide instruction
- To drive program and professional development
- To inform policy
- To strengthen advocacy

# Turn and talk

*Authentic accountability for all students,  
particularly ELLs*

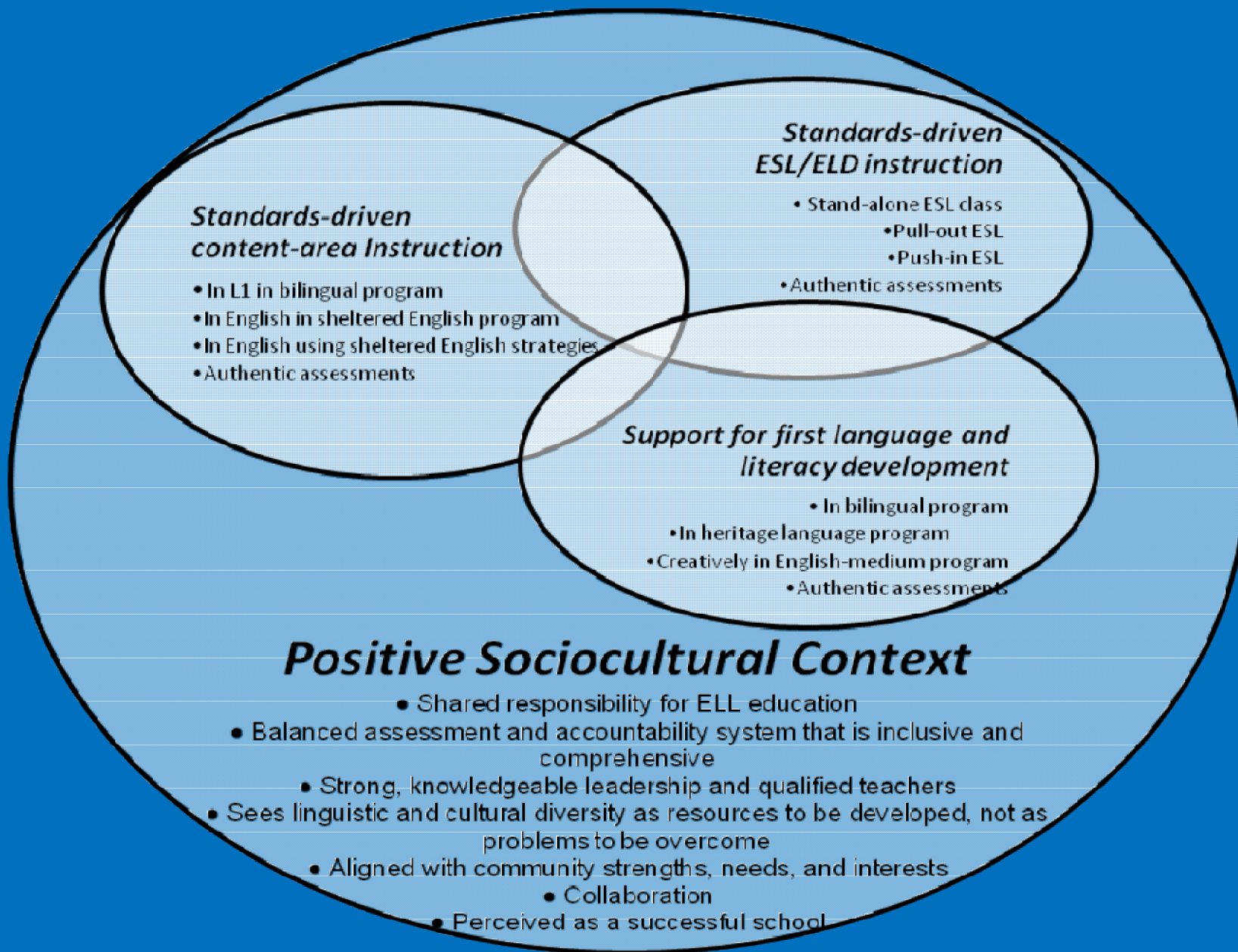
1. What stood out?
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# The Castañeda Standard

## *Some fundamental notions to remember*

- 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.



**Critical Features of Effective Programs for ELLs/Bilingual Learners**

# Turn and talk

## *Critical features of effective programs for ELLs*

1. What stood out?
2. What did you learn?
3. What can you use?
4. What questions do you have?

ESL/bilingual educators have much of the needed expertise  
we can provide leadership for change

# Looking Locally: *Think-pair-share*

1. What do administrators and teachers in your district/school need to learn about...
  - How children learn in two languages?
  - Authentic assessment and accountability for all students, particularly ELLs, including ELLs with learning difficulties?
  - Critical features of effective programs for all students, particularly ELLs?
2. How can the ESL/bilingual educators in your district/school support their PD?
3. What questions do you have?

# *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.

# Professional learning communities in action – a few examples...

- ELL-focused leadership institutes (*Hamayan & Freeman, 2006*)
- Language planning teams - bilingual, ESL, heritage language (*Freeman, 2004*)
- Integrated professional development in differentiated instruction for ALL teachers (*Fairbairn & Jones-Vo, 2010*)
- Teaching adolescent ELLs (*Cloud, Lakin, Leininger & Maxwell, 2010*)
- Ensuring appropriate response to intervention for ELLs (*Hamayan, Marler, Sanchez-Lopez, & Damico, 2007*)
- School or district-based development of balanced assessment and accountability systems for language education programs (*Gottlieb & Nguyen, 2007*)

## Looking Closely: *Turn and Talk*

1. Using the preceding survey and discussion to stimulate your thinking, what are the strengths of your program for ELLs?
2. What SPECIFIC challenges do you see?
3. What future possibilities can you imagine for your program or professional development?
4. What action steps might you take to improve your program and/or PD?

# How do you ensure that the mainstream teachers and ESL teachers collaborate to effectively address the content and language needs of ELLs?

Developing a **common language** and a **common practice** that is focused on **improved instruction and achievement of all students**, particularly ELLs, including those with disabilities.

- *Essential questions for practitioners*
- *Document review of student writing*

## Essential Questions for Reflective Practitioners

*Think-aloud protocol*

- 1. Who are my ELLs?**
- 2. What are my goals?**
- 3. What is challenging about this unit/lesson/activity for the ELLs in my class?**
- 4. What strategies can I use to enable my ELLs to participate and achieve in this activity/lesson/unit/class/program?**
- 5. What evidence will I use to demonstrate that my ELLs are learning?**

# 1. Who are my students?

- Linguistic and cultural background
- English language proficiency level (R,W,L,S)
- Literacy in first language
- Educational background
- Age
- Interests, motivation, learning style

## 2. What are my goals?

- Content and ELP standards
- Content and language objectives for grade/unit/lesson/activity
- Other goals → personal, program, school, parental, community

### 3. What is challenging about these *particular* goals for these *particular* students?

- Content area concepts or skills
- Literacy (L1 or L2)
- English language proficiency (R, W, L, S)
- Cultural considerations
- Other

## 4. What strategies can you use so that these ELLs can participate and achieve in your class?

- *Demonstration*  
Oral-written retelling
  - Read or tell a story out loud
  - Have students discuss the story with a partner
  - Ask students to write the story independently
- *Build on ELLs' oral language and background knowledge as a literacy scaffold*

(Cloud, Lakin, Leininger, & Maxwell, 2010; Fairbairn & Jones-Vo, 2011)



## 5. How do you use evidence of student learning to drive decisionmaking?

### Using Student Writing as a Basis for Collaboration *Document Review*

#### Step 1: Teacher 1

- Introduces instructional context
- Reads the student's writing out loud (without showing the sample to colleagues)
- Asks colleagues to say something affirming about the student's writing

#### Step 2: Teacher 1

- Shows sample of student writing to colleagues
- Rereads student writing
- Asks colleagues to identify one or two instructional needs and strategies they could use to address those needs

## Rebecca's great story

Last spring at Dougherty  
River. Rebecca was going to  
canoeing but the canoe was  
going fast like the wind so  
she kept on going and going  
but there was a big rock  
so Rebecca crashed and she  
swam back and her friends  
came and took the canoe and  
brought it to land but Rebecca  
was still swimming so she  
kept on swimming on till she  
got to land and all her  
friends said to Rebecca are  
you alright and Rebecca  
felt brave and got the  
canoe but she felt strange.

# Common Assessments to Document Growth and Achievement

- Common rubrics
- Pivotal portfolio: Include evidence of
  - ELLs' English language proficiency growth (and L1 when possible)
  - Narrative, expository, persuasive writing development
  - Content-area knowledge and skills
- A balanced approach that provides evidence of ELLs/all students' learning over time...

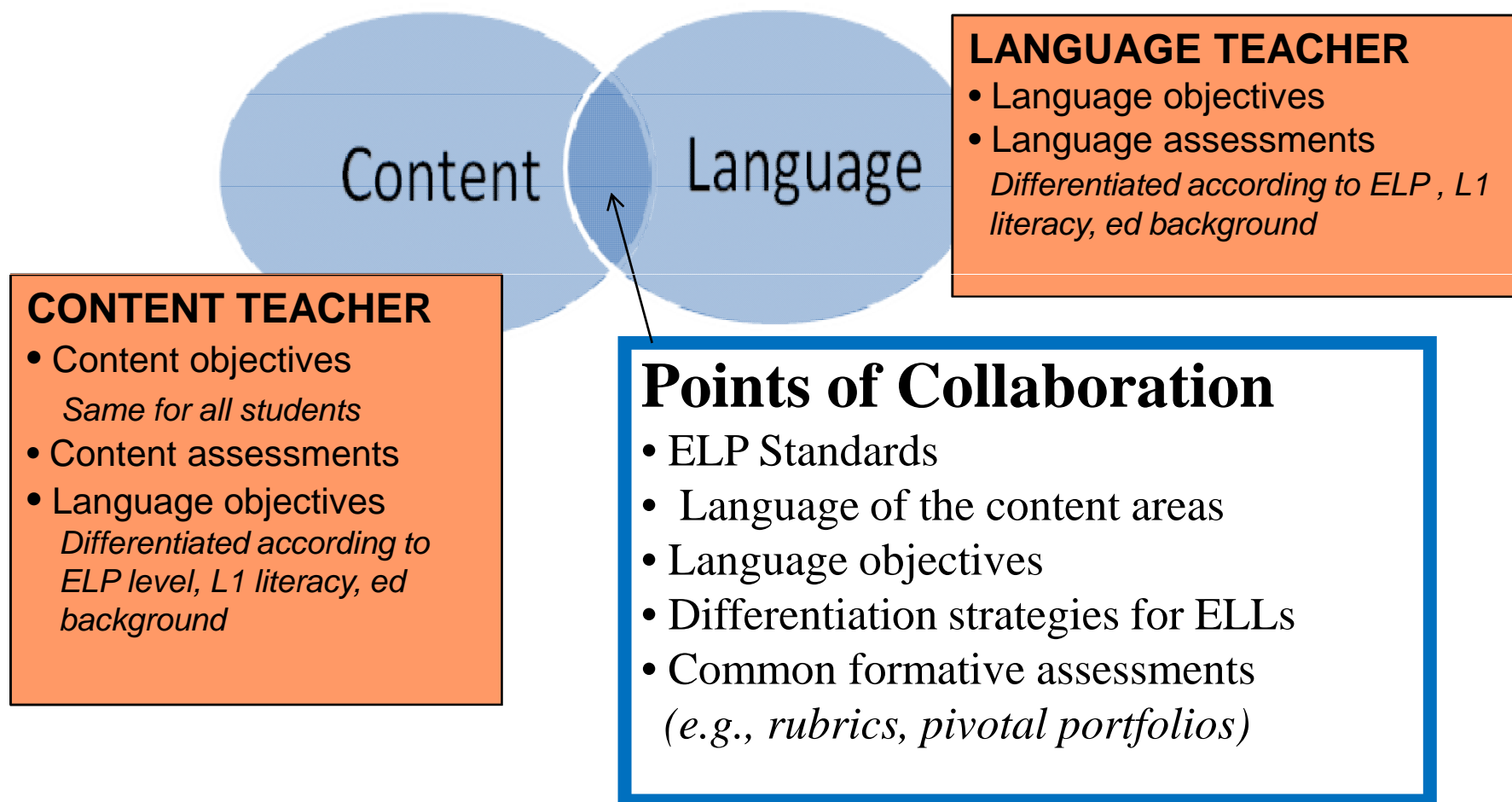
*(Gottlieb & Nguyen, 2007)*

# All school personnel share in the responsibility of educating ELLs



Mainstream teacher  
Delivering  
academic content  
while tending to the  
language  
acquisition needs of  
ELLs

# Clarifying the Roles of the Content and Language Teachers



## Three overarching factors that contribute to collaboration

- Training: the entire school must “speak the same language”
  - Sustaining high academic expectations
  - All teachers use sheltered instruction strategies
  - All lessons in content areas have both language development objectives and content goals
- Time: how to provide time in which to collaborate
- Relationships: territoriality often impedes effective collaboration
  - Creating a school environment where all cultures and all kinds of expertise are valued

Echevarria, 2006 and Diaz-Rico, 2006

# Some professional development approaches that promote collaboration

*Crandall et al in Hamayan & Freeman, 2006*

- **Peer observation** with mainstream and ESL or bilingual teachers
- **Collaborative curriculum development or lesson planning** by ESL/bilingual and mainstream teachers
- **Team teaching with** ESL/bilingual and mainstream teachers
- **Teacher inquiry or research groups** about how to improve programs for ELLs
- **Participation in a professional development school or similar internship site with a university** that has a TESOL or bilingual teacher education program
- **Courses co-taught by language and mainstream teachers and/or university teacher educators** such as “Teaching linguistically and culturally diverse students” “Assessing diverse students.”
- **Parent classes** (especially in ESL) or after-school or weekend sessions for parents of ELLs and the ELLs focused on academic skills such as literacy or math, and/or community resources
- **Professional development programs** focused on the culture and educational backgrounds of immigrant students in the school or district... that bring students, members of the community, and teachers together in the learning process.

# Co-Teaching: A Range of Possibilities

Villa, R., Thousand, J., & Nevin, A. (2008). *A Guide to Co-Teaching: Practical Tips for Facilitating Student Learning*. Thousand Oaks: Corwin Press.

- **Supportive Teaching**

Occurs when one teacher has primary responsibility for lesson design and delivery, and other team member(s) complement, supplement or enhance lesson delivery.

- **Parallel Teaching**

Occurs when co-teachers instruct different groups of students at the same time in the classroom.

- **Complementary Teaching**

Occurs when one co-teacher takes primary responsibility for lesson design, and both teachers share in lesson delivery, sometimes using different delivery methods.

- **Team Teaching**

Occurs when two or more teachers share responsibility for planning, teaching, and assessing progress of students in classes they teach together.

## Pause and ponder...

- Does every educator who works with ELLs in your school/district have knowledge and skills to address the needs of their ELLs?
- Does every educator with ELLs in their classes know each student's ELP level (and what this means for instruction and assessment), L1 literacy level, and prior schooling ?
- Do ESL and mainstream teachers have opportunities to collaborate in lesson planning, instructing, and assessing ELLs?
- Do collaborating ESL, bilingual and mainstream teachers have a shared understanding of their roles relative to each other? Does this role relationship enhance ELLs' learning of content and language?

## Developing action steps

1. What strategies do you use that encourage shared responsibility for ELLs among mainstream, ESL teachers, bilingual teachers, literacy specialists, special education specialists?
2. What challenges do you face?
3. What future possibilities do you see?
4. What concrete action steps can you take?

# Closing Reflections

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

# PD Resources from Caslon

- Cloud, N., Lakin, J., Leininger, E., & Maxwell, L. (2010). *Teaching Adolescent English Language Learners: Essential Strategies for Middle and High School*.
- Fairbairn, S. & Jones-Vo, S. (2010). *Differentiating Instruction and Assessment for English language learners: A Guide for K-12 Teachers*.
- Gottlieb, M. & Nguyen, D. (2007). *Assessment and Accountability in Language Education Programs: A Guide for Administrators and Teachers*.
- Hamayan, E., Marler, B., Sanchez-Lopez, C. & Damico, J. (2007). *Special Education Considerations for English Language Learners: Delivering a Continuum of Services*.
- Hamayan, E. & Freeman, R. (2006). *English Language Learners at School: A Guide for Administrators*.

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