



**Authentic Accountability
for English Language Learners
*A Guide for Administrators and Teachers***

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Workshop Description

- Authentic accountability for English language learners (ELLs) requires districts/schools to develop research-based programs that are well-implemented and deliver results.
- This interactive workshop is designed to equip administrators and teachers with knowledge, tools, and strategies they can use to ensure that their programs for ELLs are effective.
- The shared responsibility of all educators in providing ELLs equal access to educational opportunities is emphasized.
- The workshop is organized to address participants' questions and concerns in three fundamental areas: 1) how children learn academic content through a second language, 2) policies and accountability requirements for ELLs, and 3) critical features of effective programs for ELLs.
- Equipped with this understanding, participants are asked to survey their school's programs and practices, identify strengths and needs, and brainstorm concrete action steps that they can take to ensure authentic accountability for ELLs.

Agenda

BEFORE

- Workshop objectives, big ideas, guiding questions

DURING

- How children learn in two languages ; Policies and accountability requirements for ELLs → *K-W-L-S*
- Critical features of effective programs for ELLs → Survey for reflection and action; *Vocabulary notebook*; *Video excerpt with listening guide*

AFTER

- Identifying action steps

Objectives

Participants will...

- Identify influences on ELLs' language and literacy development and their academic achievement at school
- Consider how to use valid and reliable evidence of ELLs' growth and achievement to drive their decisionmaking
- Articulate critical features of effective programs and practices for ELLs
- Begin to identify strengths, future possibilities, and action steps for their programs for ELLs.

Materials

- Hamayan, Else & Freeman, Rebecca (Eds.) 2006. *English Language Learners at School: A Guide for Administrators*. Philadelphia: Caslon Publishing.
- Center for Applied Linguistics (2002). *The Sheltered Instruction Observation Protocol* (video).
- Supplementary handouts.

A Guide for Administrators

English Language Learners at School

editors

Else Hamayan
Rebecca Freeman

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Administrator Academies*

Big Ideas

- There is no one-size-fits all approach to addressing the needs of ELLs at school.
- Effective programs for ELLs meet the Castañeda Standard's three-prong test (*Castañeda v. Pickard, 1981*).
- Educators must use valid and reliable evidence of ELLs' growth and achievement to inform their decisionmaking.
- English language learners are everyone's responsibility.
- Knowledgeable leadership is critical.

Guiding Questions

Use notemaking guide to structure your work

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?

Foundations → K-W-L-S

How children learn in two languages (Group 1)

Step 1: Brainstorm what you know about how children learn in two languages.

- Be sure to consider what you know about second language acquisition, academic language and literacy development in a second language, cross-cultural communication, and how an ELLs' background knowledge and skills influences how they learn and achieve at school.
- Draw on your own experiences as a learner, teacher, and observer to inform your brainstorming.
- Jot down your ideas about how children learn in two languages on the handout above the K-W-L-S chart.

Step 2: Get together in a small group of no more than three or four people.

Together, fill out what you know and what you want to know about how children learn in two languages.

Step 3: Come together as a large group and generate a large K-W-L-S chart that will structure our discussion. Briefly fill out what we know and what we want to know on the chart.

Foundations → K-W-L-S

Policies and accountability requirements (Group 2)

See appendix for directions for expert jigsaw activity

Step 1: Brainstorm what you know about policies and accountability requirements for ELLs.

- Be sure to consider what you know about summative and formative assessments; what counts as valid and reliable evidence of ELLs' academic learning and English language proficiency development; using evidence to inform decisionmaking (instruction, program and professional development, policy, advocacy).
- Draw on your experiences observing growth and achievement at school, and consider how standardized tests portray ELLs to outside stakeholders.
- Jot down your ideas about policies and accountability requirements for ELLs on the handout above the K-W-L-S chart.

Step 2: Get together in a small group of no more than three or four people. Together, fill out what you know and what you want to know about policies and accountability requirements for ELLs.

Step 3: Come together as a large group and generate a large K-W-L-S chart that will structure our discussion. Briefly fill out what we know and what we want to know on the chart.

How children learn in two languages

Some fundamental notions to consider

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)—ELP Standards
- Cultural background (see p. 63)
- Age
- Learning style, motivation
- Larger sociolinguistic and educational context surrounding the school

Learning English as a second language takes time!

- 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, p. 59*)

ELLs with learning difficulties

- Assess the specific nature of the ELLs' learning difficulties (ELL \pm LD)
- Collaborate in gathering information and providing services
- Create a continuum of interventions → appropriate RTI for ELLs!
- Measure the ELLs' response to those interventions

Special Education Considerations for English Language Learners

Delivering A Continuum of Services

Else Hamayan

Barbara Marler

Cristina Sanchez-Lopez

Jack Damico

**Make sure your RTI is
appropriate for ELLs!**

Policies and accountability requirements for ELLs

Some fundamental notions to consider

- Standardized tests given in English are not a valid or reliable measure of ELL's content area knowledge in English
- Multiple measures of academic achievement and English language development are required
 - Balance of summative and formative assessments
 - Balance attention to classroom, program, district, state levels
 - Provide evidence of growth over time
- Use valid and reliable evidence of ELLs' language development and content area learning to inform
 - Instruction
 - Program and professional development
 - Policy and advocacy

A Guide for Administrators and Teachers

Assessment & Accountability

in Language Education Programs

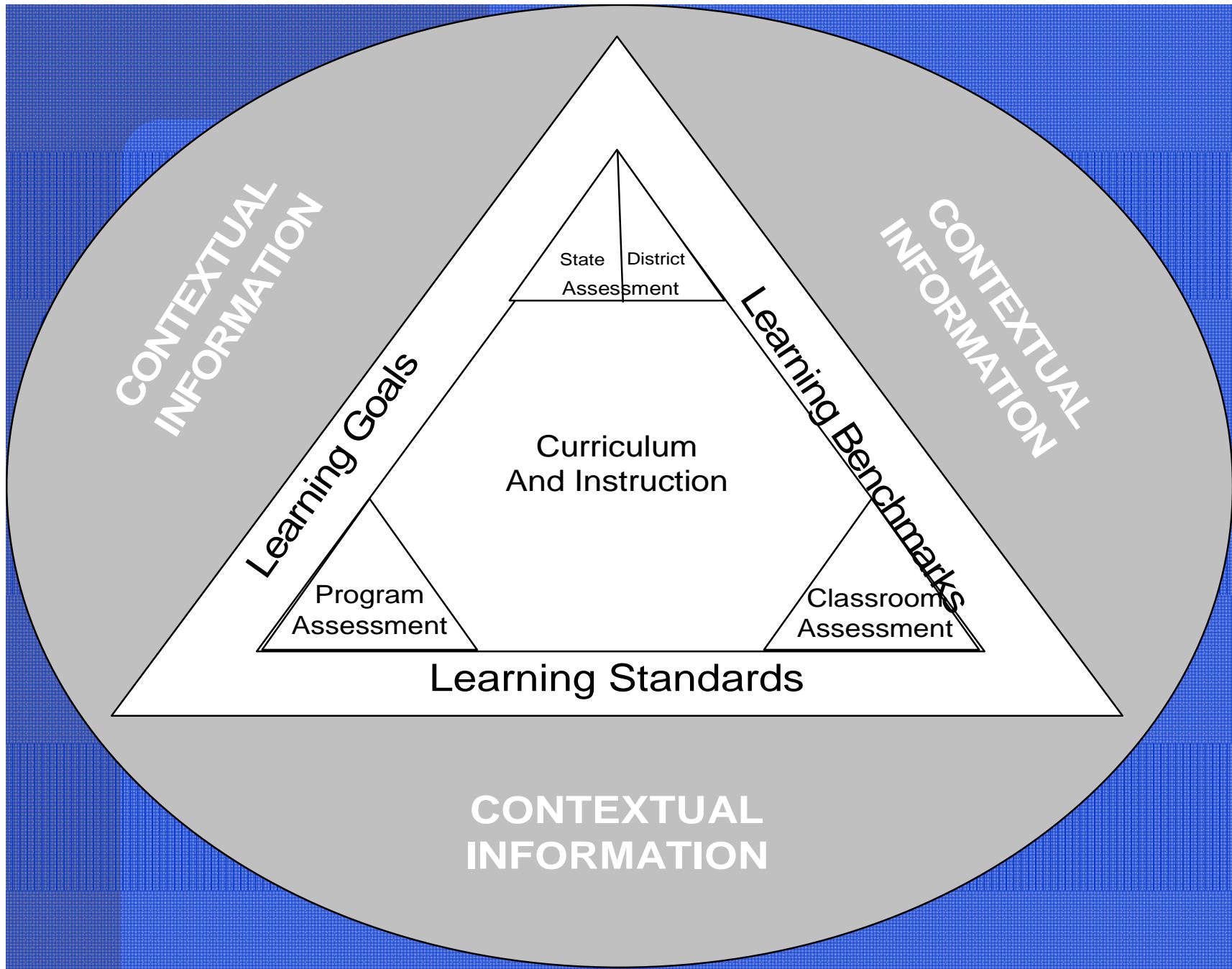
Margo Gottlieb

Diep Nguyen

- English as a Second Language
- Dual Language Programs
- Transitional Bilingual Education
- World Language Programs
- Heritage Language Programs

Take ownership of accountability...

Balanced
Assessment and
accountability
System that is
Inclusive and
Comprehensive



The BASIC Model: Gottlieb & Nguyen (2007).

The BASIC Model: A Balanced Assessment and accountability System that is Inclusive and Comprehensive

- State level
 - Standardized tests: *Summative data*
 - Academic achievement (PSSA) and ELP (ACCESS)
 - Used to determine the number of students attaining proficiency in one year
- School/District Program level
 - Standard tasks: *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
 - Classroom-based tasks: *Formative data*
 - Used to guide instruction
 - Used to monitor students' growth and evaluate student achievement relative to teaching and learning to objectives

DO NOW!

- Return to your K-W-L-S chart and jot down what you learned and what you still want to know about how your students learn in two languages and about policies and accountability requirements for ELLs.
- Share those with the group.
- Make sure we address your burning questions today!

Critical Features of Effective Programs for ELLs

Step 1: Individually fill out survey for reflection and action on pp. 135-136.

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

Step 3: Whole group discussion.

- What questions do you have? *Show how to use the guide to answer those questions.*
- 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?

Step 4: Teaching on top → Summary of critical features of effective programs for ELLs.

Comprehensible standards-driven content area instruction

- In L1 in bilingual classes
- In English in Sheltered English classes
- In English using sheltered strategies in mainstream classes

Standards-driven content-based English as a second language (ESL) instruction

- Sheltered English language arts 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 (SNS)
- Creatively in English-only programs

Positive sociocultural context at school

- Linguistic and cultural diversity are seen as resources to be developed
- Strong, knowledgeable leadership and staff (whole-school)
- Collaborative relationships

Program Models for ELLs

Defining terms

Step 1: Vocabulary notebook: Use the vocabulary notebook and brainstorm your understanding of the following content-obligatory vocabulary:

Sheltered instruction

Step 2: Get together with a partner and discuss what this word mean to you.

Step 3: Refer to Christian, pp. 81 – 83, and to the glossary. Clarify how these terms are used in the field, and highlight some of the variation we see in how terms are used.

Sheltered Instruction → SIOP Model

See Short, pp. 141 - 142

- Preparation
- Building background
- Comprehensible input
- Strategies
- Interaction
- Practice/application
- Lesson delivery
- Review/assessment

Sheltered Instruction (*continued*)

Step 4: Video excerpt with listening guide
How does the teacher shelter instruction to

- *Make content comprehensible*
- *Promote oral and written language development*
- *Encourage interaction (with content, with oral and written language, among students)*

How can we promote the students' L1 when we don't have a bilingual program?

- Heritage language classes/programs (e.g., SNS)
 - When students exit a transitional bilingual program, make sure they participate in a well-articulated heritage language program.
See *Freeman (2004)*; www.cal.org for national heritage languages initiative
- Spanish Language Arts Standards, SNS K-8 Curriculum
 - See www.wida.us for new Spanish Language Arts Standards, adopted by Illinois
 - See www.olce.org for SNS in the K-8 classroom curriculum.
- Within the context of mainstream classes
 - Multilingual literacies projects in Canada
See <http://thornwood.peelschools.org/Dual/>
<http://www.multiliteracies.ca>



Pulling it all together

Step 1: Working in teams, use the notemaking guide to answer the guiding questions about the program/support systems you have in place for your ELLs (question 5).

Step 2: Identify strengths and future possibilities in your policies, program, and practices for ELLs (questions 6 - 9). Be specific.

Step 3: Pulling it all together. Review the notes that you made throughout the workshop and identify concrete action steps you can take to more effectively address the needs of your ELLs.

Ticket-out-the door

Answer the following questions, in writing:

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

Hand this in to Rebecca as you are leaving.