

2009 ELA Academy



*Leadership for Achievement:
Designing ELL Programs*

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Frank S. Dávila, Ph.D.

Colorado 2008-2009 General & ELL Population in Public Schools



	<u>#</u>	<u>%</u>
American Indian	9,494	1.2%
Asian	29,253	3.6%
Black	48,757	6.0%
Hispanic	232,226	28.4%
White	498,713	60.9%
ELL	98,444	
ESL	87,052	
Bilingual	11,392	

Colorado 2008-2009 ELL Characteristics in Public Schools

- 67% ELLs are in the Denver Metro area
- 86% ELLs are Hispanic

- Top 6 languages represented
Spanish, Vietnamese, Russian,
Korean, Hmong, & Chinese Mandarin

- | | | | |
|-----------------|-----|-----|-----|
| • NEP | 36% | LEP | 40% |
| • M1 | 9% | M2 | 7% |
| • Parent Choice | | 8% | |

Types of English Learners

Freeman & Freeman, 2002



- **Newly Arrived: Adequate Schooling**
 - Strong native language literacy skills
 - Catches up academically
 - May still experience low scores on CSAP
- **Newly Arrived: Limited Formal Schooling**
 - Interrupted schooling
 - Limited native-language literacy skills
 - Possibly extended LEP status
- **Long-term ELL**
 - May have been born in the U.S.
 - Below grade level in literacy skills
 - Adequate grades but low test scores

Colorado 2008 Graduation Rates



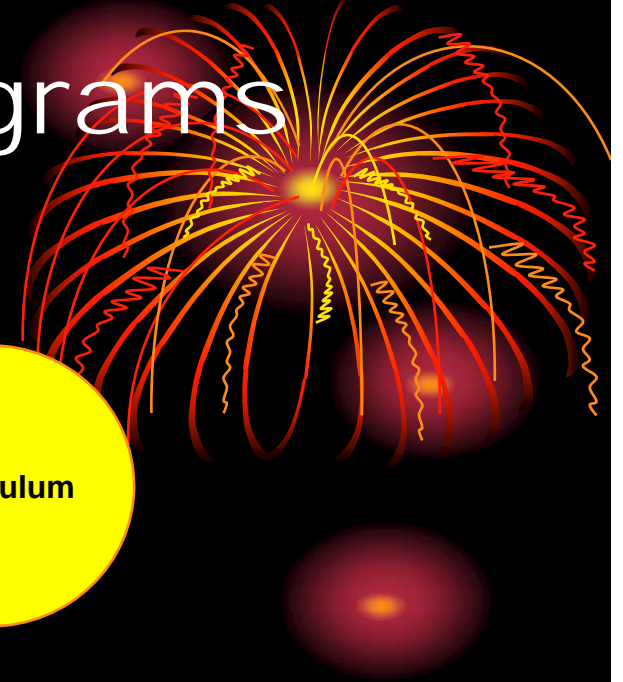
- All 74.1%
- White 80.8%
- ELL 65.9%
- Black 62.7%
- Hispanic 56.7%

ELL & The Leadership Imperative



- What is your program goal for ELLs?
- Is there common understanding of research-based program offerings?
- Do you have adequate resources?
- Is there curriculum alignment?
- Does your student data yield rich and informative information?
- Is there a team approach?
- What are critical pieces in designing an effective ELL program?

Designing ELL Programs



Guiding Principles for Successful ELL Programs



- **Leadership**

- Advocacy for ELL program
- Marketing to create positive environment
- High expectations: all students will learn
- Full ownership of all students
- Adequately funded

- **Assessment & Accountability**

- Aligned to content & language standards
- Multiple data reviews
- Analyzed & interpreted
- Instructional decisions based on data

Guiding Principles, Con't

- Curriculum
 - Standards-based
 - Promotes bilingual, biliterate, and cultural skills
 - Fully articulated for all students
- Instruction
 - High expectations
 - Research-based
 - Student-centered
 - Literacy and content focused
 - Collaborative approach
 - Linked to prior knowledge



Bilingual/ESL Program Models



- Transitional Bilingual Programs (Early Exit)
- Developmental or Maintenance Programs (Late Exit)
- Dual Language/Two-Way Immersion
- Newcomer (also Welcome) Center

Guiding Principles, Con't.



- Professional Development
 - Recruit high quality bilingual/biliterate staff
 - Design a comprehensive & targeted professional development plan
 - Focus on Literacy, Content, Social, & Cultural
 - Collaborate with other program areas
- Program Structure
 - Integrate & blend support services
 - Equitable: "The day belongs to the student"
 - Inclusive, well-defined program models
 - Continual planning and evaluation
 - Delineate class schedules

Guiding Principles, Con't.



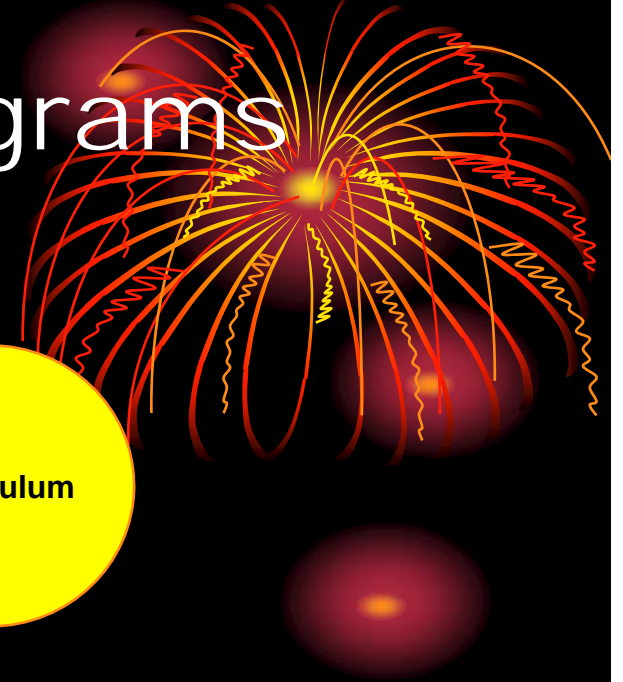
- **Family & Community**

- Proactive, ongoing process to engage parents
- Parent education and training
- Identifying parents as leaders and partners

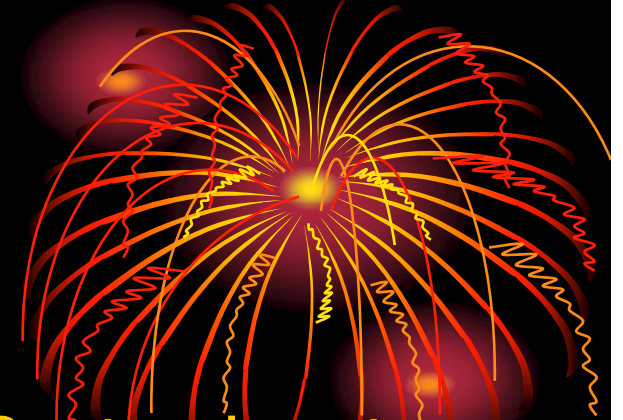
- **Support & Resources**

- Supported by all program & school staff
- Moving beyond labels (Title I, III, etc...)
- Supported by families & community
- Resources are distributed equitably
- High degree of collaboration
- Emphasis on graduation

Designing ELL Programs



Reminders



- Bring everyone on board
- Have deep knowledge of students
- Review possible program options
- Inventory your resources
- Leverage all expertise
- Set goals & design short/long term plans
- Work the plan focusing on students
- Review, adjust & evaluate the plan

¡Muchas Gracias!

