CREATIVE WAYS TO TEACH ELLs AND TRAIN TEACHERS -- BASED ON EVIDENCE

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QUICK OVERVIEW OF 3 STUDIES ON

Features of quality

- Instruction
- Professional development
- Whole-school structures

across Sheltered English Immersion (SEI) and Bilingual Programs (TBA, DL, TWB)
Results From the Five-year Studies:

IES comparison study of K-4th dual language (DL), transitional bilingual (TB), and sheltered English instruction/structured English immersion (SEI).

Carnegie Corporation of New York study in 6th-12th general education teachers, ESL, SEI, SIFE, and bilingual teachers.
Features of Success for ELs: Whole School Commitment

1. Language, literacy and content
2. Cooperative learning/interaction
3. Differentiated Tutoring (RTI)
4. Whole-school structures & effective leadership
5. Professional development for everyone
6. Teacher support: Coaching & TLCs
7. Parent/family support teams
8. Benchmark assessments and monitoring of implementation
1. Language, Literacy, Content

◆ Comprehensive approach to teaching academic vocabulary, reading and writing for all content areas.

◆ 50% in Spanish and 50% in English for bilingual classrooms.

◆ In SEI, teachers apply language & literacy strategies to teach ESL, language arts, science, social studies, and math.
All Content, ESL, Bilingual Teachers:

- Writing Conventions, Genre & Skills
- Language Functions, Form & Discourse
- Reading Comprehension Strategies & Skills
NOW: STUDENTS FALLING THROUGH THE GAPS WITHOUT QUALITY INSTRUCTION

TIER 1 – WHEN GENERAL EDUCATION TEACHERS DO NOT PROVIDE QUALITY INSTRUCTION FOR ELs AND ALL STUDENTS THEY FALL THROUGH THE GAPS.

80 – 90%

10 - 15%

5 - 10%

Tier 2 – EL STRATEGIC INTERVENTIONS

TIER 3 SPED

GAPS IN INSTRUCTION

DROP OUTS
2. Cooperative Learning/Interaction

◆ Accelerates learning
◆ 21st century skill development
◆ Students need ample time for practicing their new language with peers.
◆ Partner reading by alternating sentences or paragraphs, followed by summarizing what they read.
◆ Team or partner writing activities motivate students to write and edit their writing.
3. Differentiated Tutoring

- Tutoring for intensive interventions in Spanish and English (RTI TIER 2 & 3).
- Differentiated tutoring.
- Highly trained tutors.
- Computer-based tutoring, also.
- Assessments to determine when to stop tutoring or add different focus.
4. Whole-School Structures

◆ Whole-school implementation of instruction
◆ All teachers and administrators attend professional development and follow-up for all components
◆ Coordinated quality instruction within and across grade levels
◆ Buy-in to more than a one year effort
5. Professional Development

◆ Three to five initial days of PD where teachers and tutors receive PD specific to needs of teachers: K – 2; 3 – 5; 6 – 8; and 9 – 12 grade cohorts.

◆ PD in English for SEI.

◆ PD in Spanish for bilingual classrooms.

◆ Refresher workshops throughout the year as needed.

◆ Demonstrations in classrooms.
6.1 Teacher Support

- Coaches, site administrators also participate in the training and in their own training components.
- Annual conference for all participating schools to share successes, more in-depth learning, and where schools come together to learn from each other.
Professional Development Loop

Teacher Self-Efficacy
Peer-Coaching and Expert Coaching

Evident Student Gains and Teachers Conditional knowledge

Teacher Practice Peer-Coaching And Expert Coaching

Teacher Declarative Knowledge

On-site Modeling Expert Coaching

Teacher Application

Teachers Procedural knowledge

Teacher Practice and Expert Coaching
6.2 Coaching Teachers

◆ Differentiated coaching observation protocols for kindergarten, 1\textsuperscript{st} - 2\textsuperscript{nd} and 3\textsuperscript{rd} – 4\textsuperscript{th} grades since the purpose of reading, language development, writing is different across these grade levels.

◆ Principal walk-throughs with the same instruments.

◆ Teachers Learning Communities.
Teachers Training Teachers in TLCs
Math lesson on computer template
Training on Lesson Development
7. Parent/Family Nurturing

◆ Family/Parent Component with professional development workshops and materials for parents to use at home.

◆ School-parent collaboration on school attendance.

◆ Services for children and families.
8.1 Benchmark Assessments

- Assessments for every grade level.
- Performance assessments every 6 weeks.
- To move students to higher levels.
- To provide more intensive interventions.
- End-of-the-year assessments to determine individual student gains.
8.2 Implementation Assessment

Trainers conduct 3 or more implementation visits to observe each classroom, give teachers feedback and set goals and recommendations for the next visit.

End-of-the-year data reports on all classrooms focusing on teacher and student outcomes.

End-of-the-year data reports on effectiveness of school structures, administrative support, tutoring, family support, attendance, and next steps.
Teacher Support Technology

- For data on teacher and student performance;
- For planning and refining lessons;
- For coaches to give feedback
- For principal walk-throughs and specific feedback
- For peer coaching
- For classroom research
- For measuring teaching and impact on students
Step 3: Access Reports on Secure Website

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ExC-ELL and RIGOR Professional Development Institutes:

✓ 3 to 5 days of initial PD + more
✓ 5 to 10 or 20 days of coaching, modeling in classrooms, helping teachers with lessons
✓ PD for principals & coaches
✓ Assist with implementation
THANK YOU!!!
Wishing you great success in your endeavors!

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www.margaritacalderon.org

202-368-4621
SOME REFERENCES:


