



# SERVING ENGLISH LANGUAGE LEARNERS: MOVING BEYOND COMPLIANCE TOWARDS EQUITY

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Christina Brown, Jacqui Holmes, Irene Logan, Sarah Ottow

## CCE's Vision for Schools

- Equity and data are embedded in all conversations and practices,
- Teaching and learning are purposeful, challenging, and have value beyond school,
- Assessment demonstrates the competence of students in multiple ways, and
- Collaborative practices improve teaching and learning.

# Introducing Ourselves

- Christina Brown
  - Senior Director, Instruction and Assessment
- Jacqui Holmes
  - Program Assistant, Instruction and Assessment
- Irene Logan
  - Senior Associate, ELL Programming
- Sarah Ottow
  - Director, ELL Programming

# Learning Objectives

Participants will:

- Explore policy reactions to ELL inequities: MA RETELL Initiative
- Examine an on-the-ground response to expand on professional learning for teachers of ELLs
- Reflect on our learning so far



# Connecting



What do you think all teachers of English language learners need to know and be able to do to serve this group of students effectively and equitably?

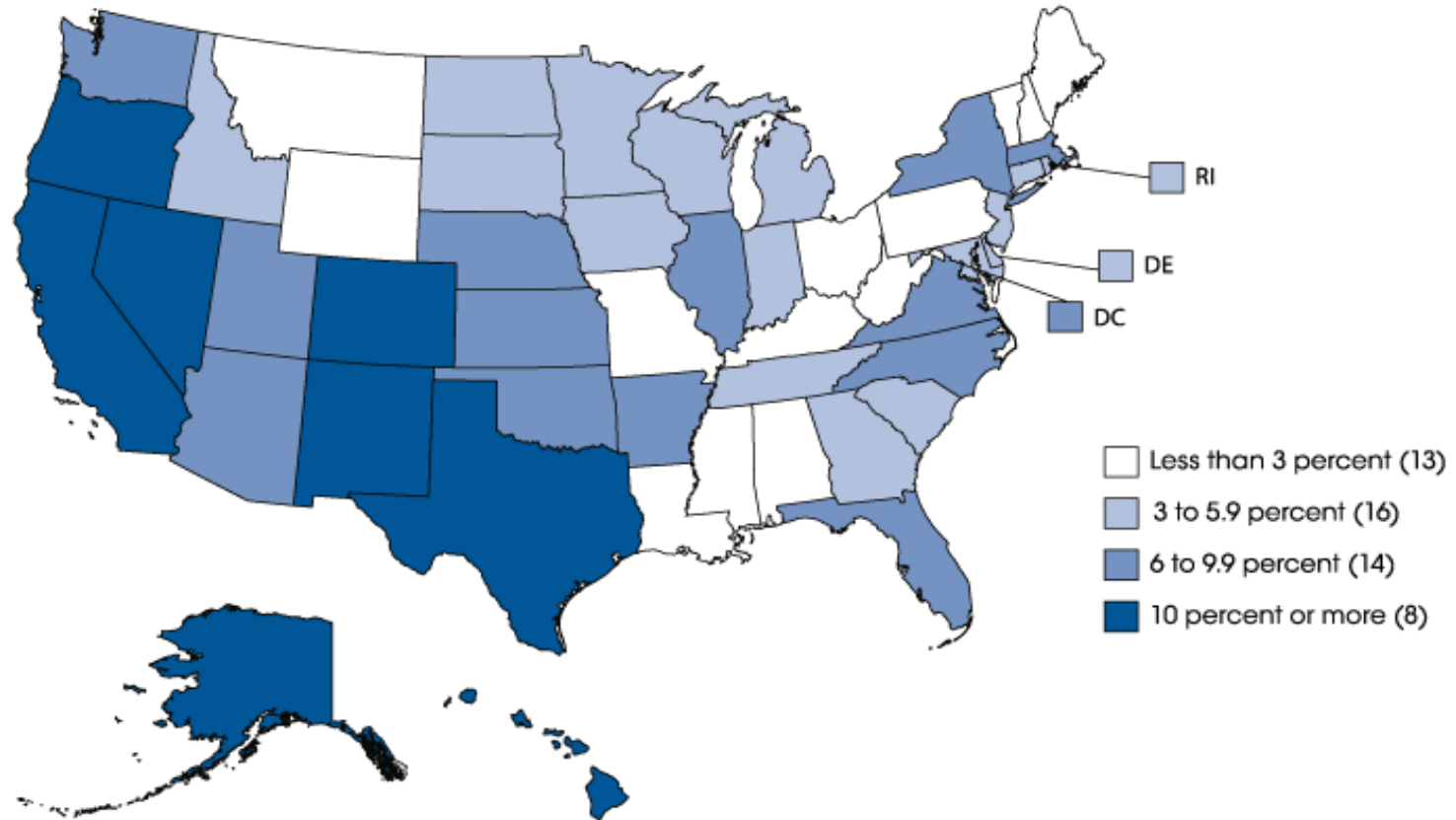
*Enter your answer in the webinar text box.*

# Our Guiding Questions

- How does RETELL policy in MA inform the national conversation on ELL policy and what are RETELL's implications for professional development in an increasingly diverse country?
- How can we move schools and districts beyond compliance to a professional development model that transforms and improves professional learning for teachers of ELLs on-the-ground?
- What is the future state of equitable and effective professional development for teachers of ELLs?

# The National Context

Figure 1. Percentage of public school students who are English language learners (ELL), by state: School year 2010-11



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency School Universe Survey," 2010-11. See *Digest of Education Statistics 2012*, table 47.

Retrieved from the National Center for Education Statistics, [https://nces.ed.gov/programs/coe/indicator\\_cgf.asp](https://nces.ed.gov/programs/coe/indicator_cgf.asp)

# The Reality for ELLs

- High level of drop outs
- High level of suspensions
- High level of being retained
- Issues with Special Education services
- A “culture of failure”



Uriarte, Tung, Karp, et al. (2011)



# What We Can Do

- Coherent, standards-based curriculum
- Explicit teaching of all aspects of English
- Opportunities to use English authentically
- Multiple forms of assessment
- Exemplify cultural competence
- Build climate of safety and belonging for ELL students and families
- Encourage collaboration and teacher leadership as effective PD

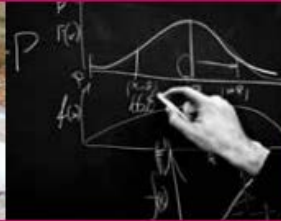


Tung, Uriarte, Diez, et al. (2011)

# What the Research Says



The Mauricio Gastón Institute for  
Latino Community Development  
and Public Policy



## Improving Educational Outcomes of English Language Learners in Schools and Programs in Boston Public Schools

Miren Uriarte, Faye Karp, Laurie Gagnon, Rosann Tung, Sarah Rustan, Jie Chen,  
Michael Berardino and Pamela Stazesky with Eileen de los Reyes and Antonieta Bolomey

EXECUTIVE SUMMARY | November 2011

# What the Research Says



The Mauricio Gastón Institute for  
Latino Community Development  
and Public Policy



## Learning from Consistently High Performing and Improving Schools for English Language Learners in Boston Public Schools

Rosann Tung, Miren Uriarte, Virginia Diez, Laurie Gagnon, and Pamela Stazesky  
with Eileen de los Reyes and Antonieta Bolomey

EXECUTIVE SUMMARY | November 2011

# RETELL Background

- **What:** Rethinking the Teaching of English Language Learners (RETELL) Initiative
- **Who:** Teachers of ELLs and their administrators statewide
- **When:** June 2012 going forward
- **Where:** Commonwealth of Massachusetts
- **Why:** MA in violation of ELLs' Civil Rights
- **How:** Major changes to PD, Assessment, Standards, and Licensing for educators of ELLs

# Required SEI Professional Development

- **By July 1, 2016**, all K-12 content area teachers of ELLs and Administrators supervising content area teachers must participate in professional development course focused on ELLs

# Our Guiding Question

- How can we move schools and districts beyond compliance to a professional development model that transforms and improves professional learning for teachers of ELLs on-the-ground?

# Teacher Leadership Network for ELLs



- Current project in Worcester, Holyoke
- Funded by Gates Foundation iPD Challenge
- Goal is to systemically transform professional development for teachers of ELLs
  - Coaching
  - Professional learning communities
- Capturing and sharing their work in an ELL Toolkit

# Principles Guiding CCE's Work

- To have an “**ELL lens**” means that we understand acculturation as well as language and literacy acquisition, and that we can advocate for these needs on behalf of students in an asset-based manner
- To attain equitable outcomes for all students, including ELLs, we must examine **belief systems, processes and practices** including the urgent “opportunity gap” issue of underprepared teachers and leaders
- Effective communities of practice have a **shared knowledge base** for serving ELLs and exhibit transparency in sharing student and teacher work
- The **data inquiry cycle**—with a strong focus on reflection—is the central framework for continuous improvement and learning of our practice in educating ELLs
- Scaffolding through the **gradual release of responsibility** is key for both student and teacher learning
- By addressing **situational** problems of practice, we can proactively influence **systemic** issues facing ELLs



# Equity



# Asset-Based Mindset to Improve our Teaching

## Improved Student Learning through Teacher Inquiry

**SARAH OTTOW**

sottow@ccebos.org

**JACQUI HOLMES**

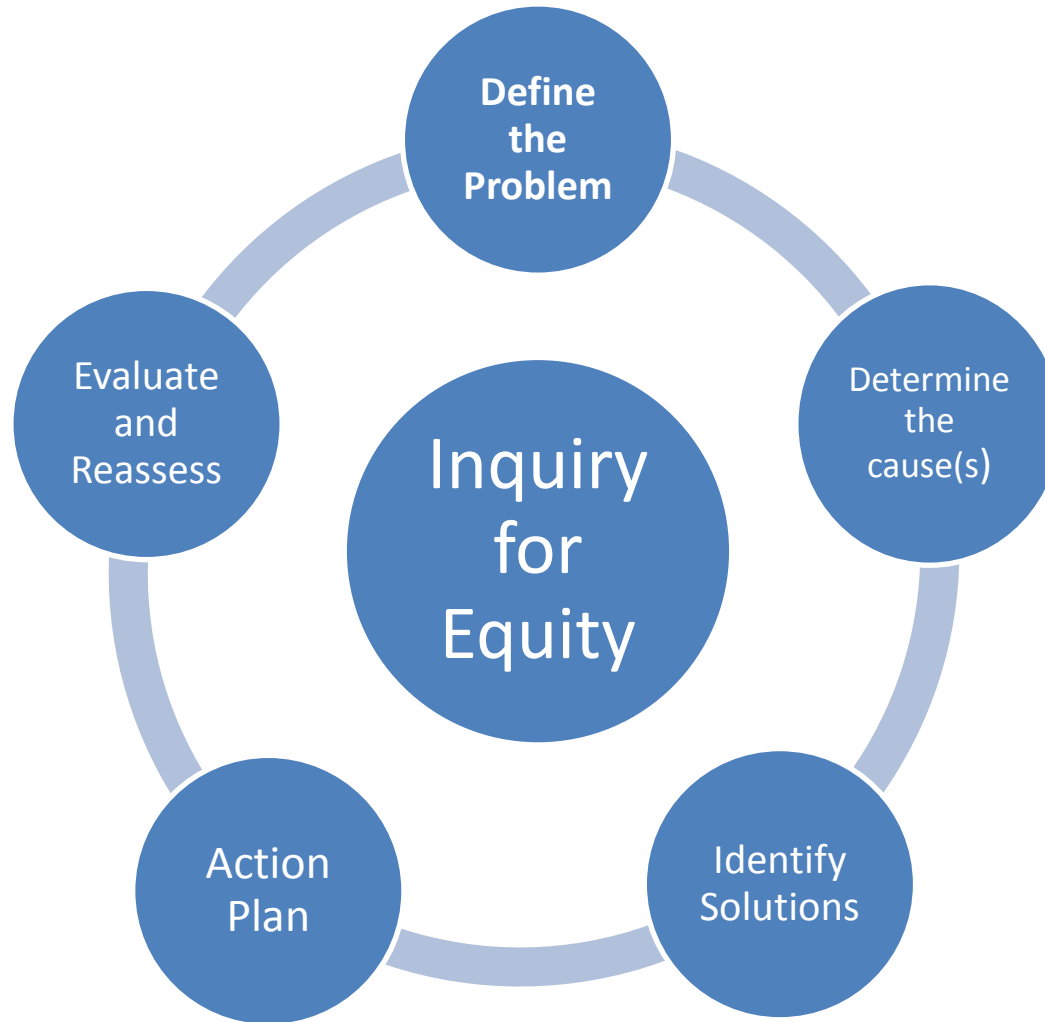
jholmes@ccebos.org



*There's a gap in teacher knowledge base [for teaching English Language Learners (ELLs)]. The gap isn't with the students, the gap is with us . . . As we, as teachers, increase our capacity to meet the needs of our students then we're going to see improvement. So that perceived achievement gap — it's not with the students, it's with us. We're the ones that need to close that gap and we need to focus on how we can improve.*

**- Allison Audet, Worcester teacher**

# Inquiry Cycle



# Our Collaborative Work



# Tools for Embedded Professional Learning

- Norms
- Data Analysis Protocol
- Looking at Student Work Protocol
- Text-Based Protocol
- Consultancy

# Data Analysis for ELLs

## PLANNING

- Select the data to analyze and the questions that will guide the analysis.
  - Who will analyze the data? What is the timeline and the agenda for the meeting?

## PROCESS

With a Facilitator, the team will:

- examine the data.
- draw inferences from the data.

# CCE's Take-Aways So Far...

- Ensure an asset-based **mindset** for student and teacher growth
- Maintain a structured, facilitated **professional learning community**
- Define the role of the **coach**
- Learn about and integrate components of the **future state of innovative professional development**

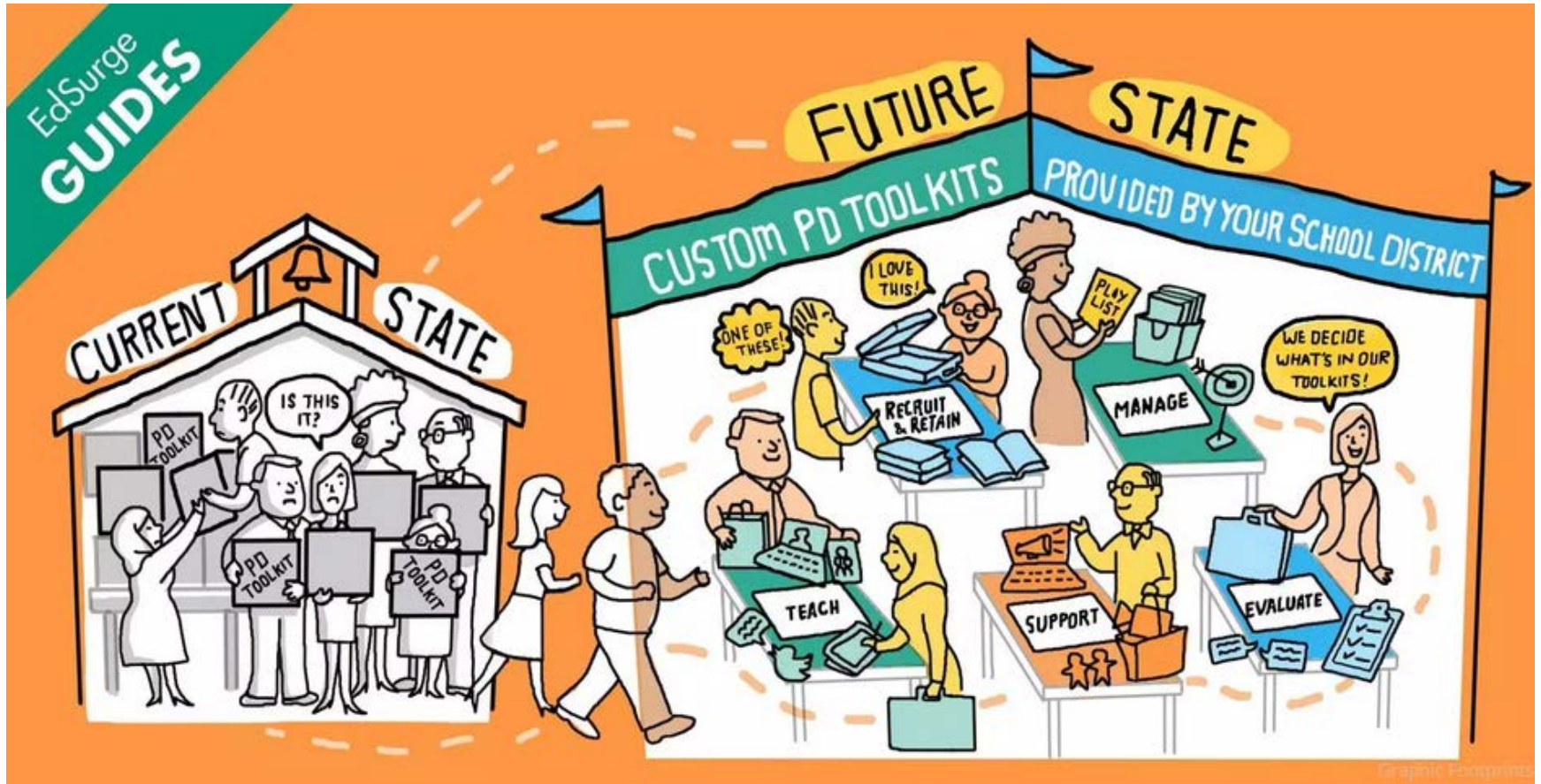
# Our Guiding Question



- What is the future state of equitable and effective professional development for teachers of ELLs?



# Current State vs. Future State



Graphic from: "How Districts Get Personal", Edsurge Report, 2014.

# In an ideal state, teachers...

...are empowered, effective teachers.

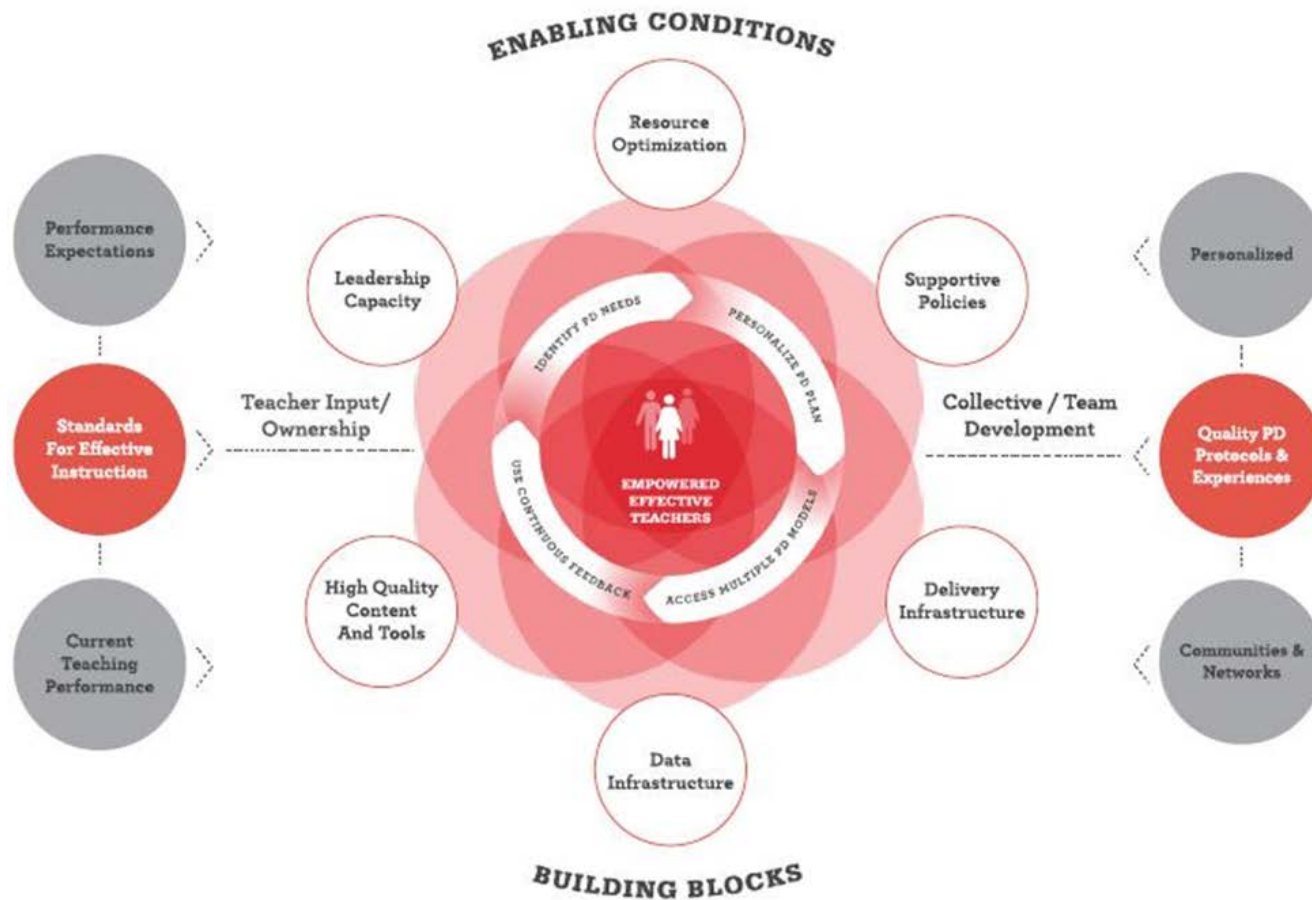
To create empowered teachers, we must:

- identify their individual needs,
- personalize a PD plan,
- access multiple PD module, and
- use continuous feedback for continual refresh of offerings based on performance.



Gates PD Redesign Readiness Assessment

# Future State of PD



Gates PD Redesign Readiness Assessment

# Equity for ELLs = Equity for ALL



# Questions?

- We will address questions that have come in throughout the presentation.
- If you have additional questions, please type them in the chat box.
- If you still have questions, contact us!

# Tools and Resources

- [How Districts Get Personal: Retooling Professional Development](#)
- [Data Analysis Protocol](#)

Gain complimentary access to these tools [here](#).

- Guidelines for Effective Meetings, Tool 13
- Setting Norms Protocol, Tool 31
- Text Based Discussion Protocol, Tool 36

# References and Resources

## For more about inquiry and action research:

- Ottow, S and Holmes, J. (2014). “Improved Student Learning through Teacher Inquiry.” *MATSOL Currents*. 37:1.
- Ottow, S. (2013). “Preparing Teachers to Equitably Serve ELLs in Worcester, MA.” *Voices in Urban Education: Annenberg Institute for School Reform*. 25-27.
- Somerfeld, M. (2014). “The Action Research Approach to PD.” *College Ready Gates Foundation*. Retrieved from:  
<http://collegeready.gatesfoundation.org/article/action-research-approach-pd>

## For more about PD redesign models

- “How Districts Get Personal.” (2014). *Edsurge*. Retrieved from:  
[https://d3e7x39d4i7wbe.cloudfront.net/uploads/report/pdf\\_free/44/\\_PDSystems\\_Final.pdf](https://d3e7x39d4i7wbe.cloudfront.net/uploads/report/pdf_free/44/_PDSystems_Final.pdf).

# References and Resources

For more about ELL research:

- Tung, R. et al. (2011, Nov.). *Learning from Consistently High Performing and Improving Schools for English language Learners in Boston Public Schools*. Boston, MA: Center for Collaboration and The Mauricio Gastón Institute for Latino Community Development and Public Policy.
- Uriarte, M. et al. (2011, Nov.). *Improving Educational Outcomes of English Language Learners in Schools and Programs in Boston Public Schools*. Boston, MA: Center for Collaboration and The Mauricio Gastón Institute for Latino Community Development and Public Policy.
- Both studies available at: [http://www.ccebos.org/research/publications\\_ell.html](http://www.ccebos.org/research/publications_ell.html)



# References and Resources

## For more about different types of language backgrounds of ELLs:

- Freeman, D. & Freeman, Y. (2004). Three Types of English Language Learners. *National Council of Teachers of English*, 9(4), 1-3. Retrieved from <http://stancock.iweb.bsu.edu/EDRDG610/typeells.pdf>.
- Menken, K & Kleyn, T. (2009). The Difficult Road for Long- Term English Learners. *Educational Leadership*, 66(7), 1-5. Retrieved from [http://www.ascd.org/publications/educational\\_leadership/apr09/vol66/num07/The\\_Difficult\\_Road\\_for\\_Long-Term\\_English\\_Learners.aspx](http://www.ascd.org/publications/educational_leadership/apr09/vol66/num07/The_Difficult_Road_for_Long-Term_English_Learners.aspx).

## For more about the ELL population:

- Rennie Center for Education Research and Policy. (2013, Fall). *Closing the Gap for English Language Learners*. Cambridge, MA: Rennie Center for Education Research and Policy. Retrieved from <http://www.renniecenter.org/research/ClosingGapELLs.pdf>.
- The Progress of Education Reform. (2013). English Language Learners: A growing-yet-underserved- student population. *Education Commission of the States*. 14(6), 1-6. Retrieved from [www.ecs.org/per](http://www.ecs.org/per).
- The National Center for Education Statistics.(2013). *Percentage of Public Schools Students who are English Language Learners by State*. Retrieved from [https://nces.ed.gov/programs/coe/indicator\\_cgf.asp](https://nces.ed.gov/programs/coe/indicator_cgf.asp).

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## For more about instructing ELLs:

- Long, S., Bell, D., & Brown, J. (2004). Learning from Children as Skillful Teachers of Their Peers. *National Council of Teachers of English*, 9(4), 5. Retrieved from <http://stancock.iweb.bsu.edu/EDRDG610/typeells.pdf>.
- Macdonald, E. & Brisk, M E. (2004). Planning for Writing: Defining Purpose, Audience, and Topic With English Language Learners. *National Council of Teachers of English*, 9(4) 3-4. Retrieved from <http://stancock.iweb.bsu.edu/EDRDG610/typeells.pdf>.
- Cummins, J. (1999). *BICS and CALP: Clarifying the Distinction*. Toronto: University of Toronto. Retrieved from <http://files.eric.ed.gov/fulltext/ED438551.pdf>.
- [www.wida.us](http://www.wida.us)
- [www.colorincolorado.org](http://www.colorincolorado.org)

## For more about academic discourse:

- Zwiers, J & Crawford, M. (2009). How to Start Academic Conversations: An innovative technique draws young English Language Learners in academic discussions. *Educational Leadership*, 70-73. Retrieved from <http://www.ped.state.nm.us/QualityAssuranceSystemsIntegration/dl09%20/ELL%20Summit/How%20to%20Start%20Academic%20Conversations.pdf>.

# Contact Information

## Center for Collaborative Education

[Email: info@ccebos.org](mailto:info@ccebos.org)

Phone: (617) 421-0134

[www.ccebos.org](http://www.ccebos.org)

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