

Specific Considerations in Evaluating Teachers of ELLs

Adam Bauchner
Director

Mid-State **R**egional
Bilingual
Education
Resource
Network



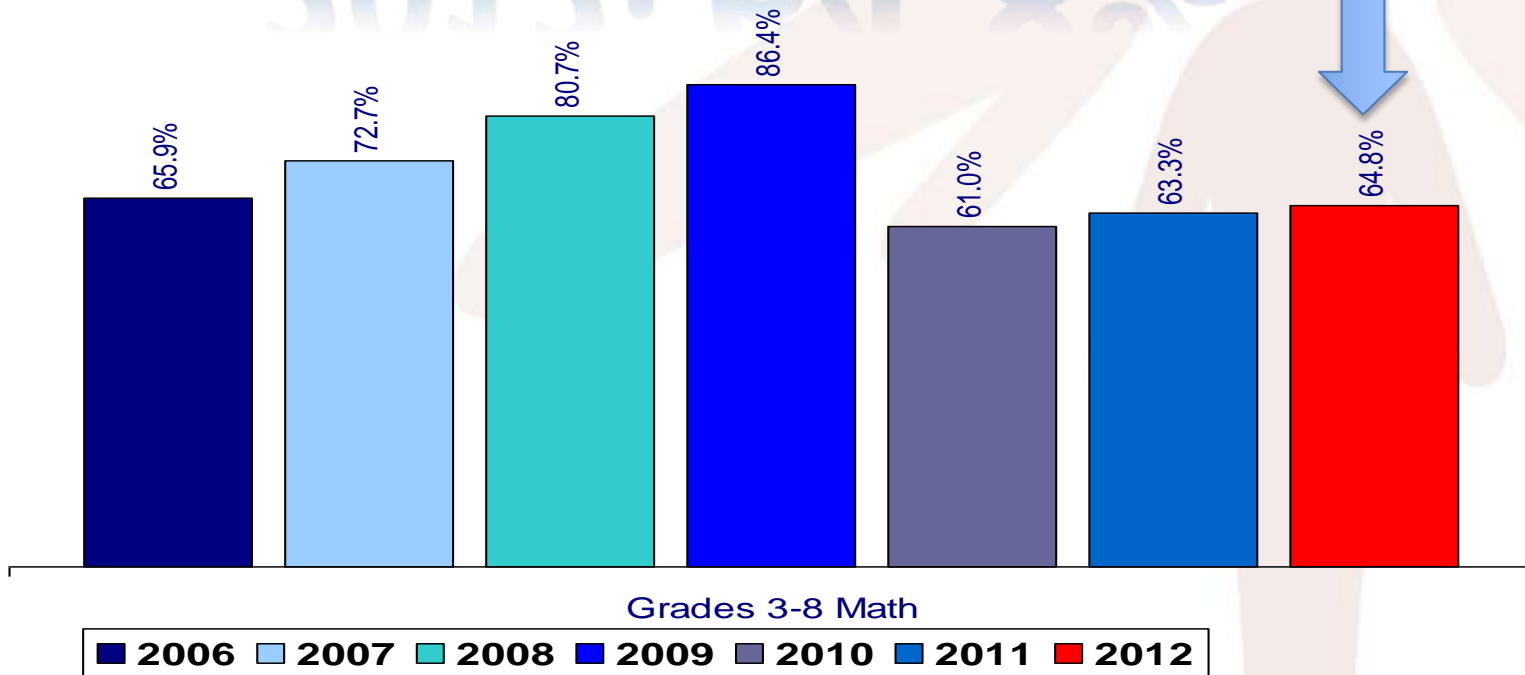
INSTRUCTIONAL SUPPORT

Mathematics 2006-2012

Grades 3-8 Combined

Percentage of Students Scoring at Levels 3 and 4

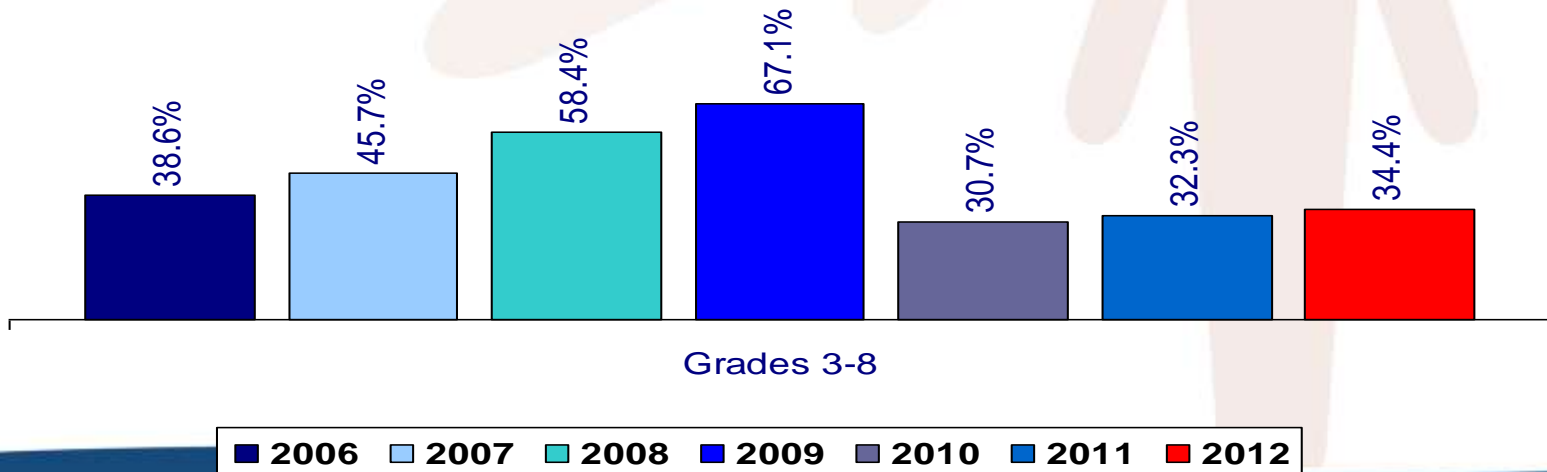
2012: 64.8%



Mathematics 2006-2012 Grades 3-8 Combined

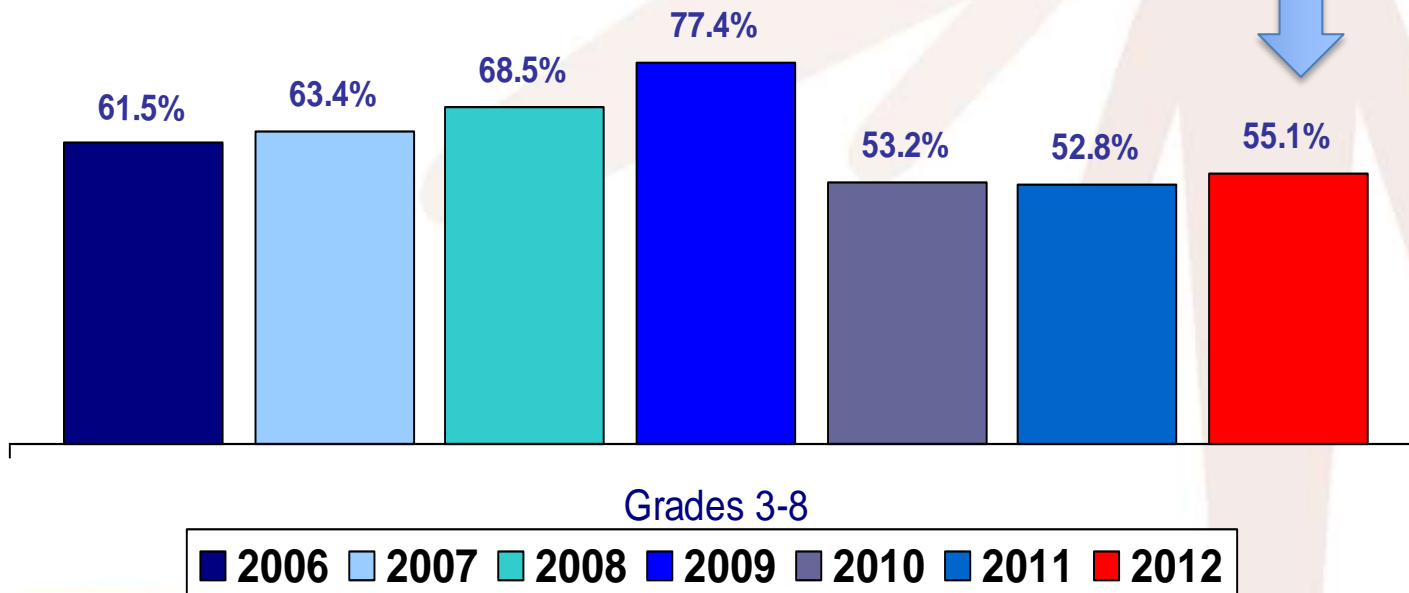
Percentage of *ELLs* Scoring at Levels 3 and 4

2012: 34.4%



English Language Arts 2006 – 2012 Grades 3-8 Combined Percentage of Students Scoring at Levels 3 and 4

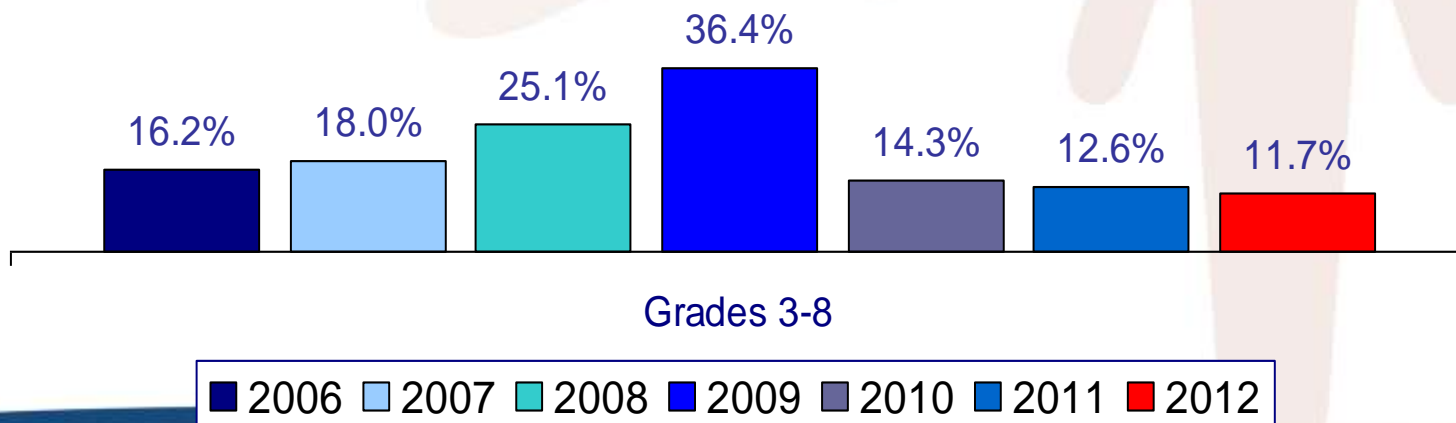
2012: 55.1%



English Language Arts 2006 – 2012 Grades 3-8 Combined

Percentage of **ELLs** Scoring at Levels 3 and 4

2012: 11.7%



New York June 2011 Graduation Rate

Graduation under Current Requirements

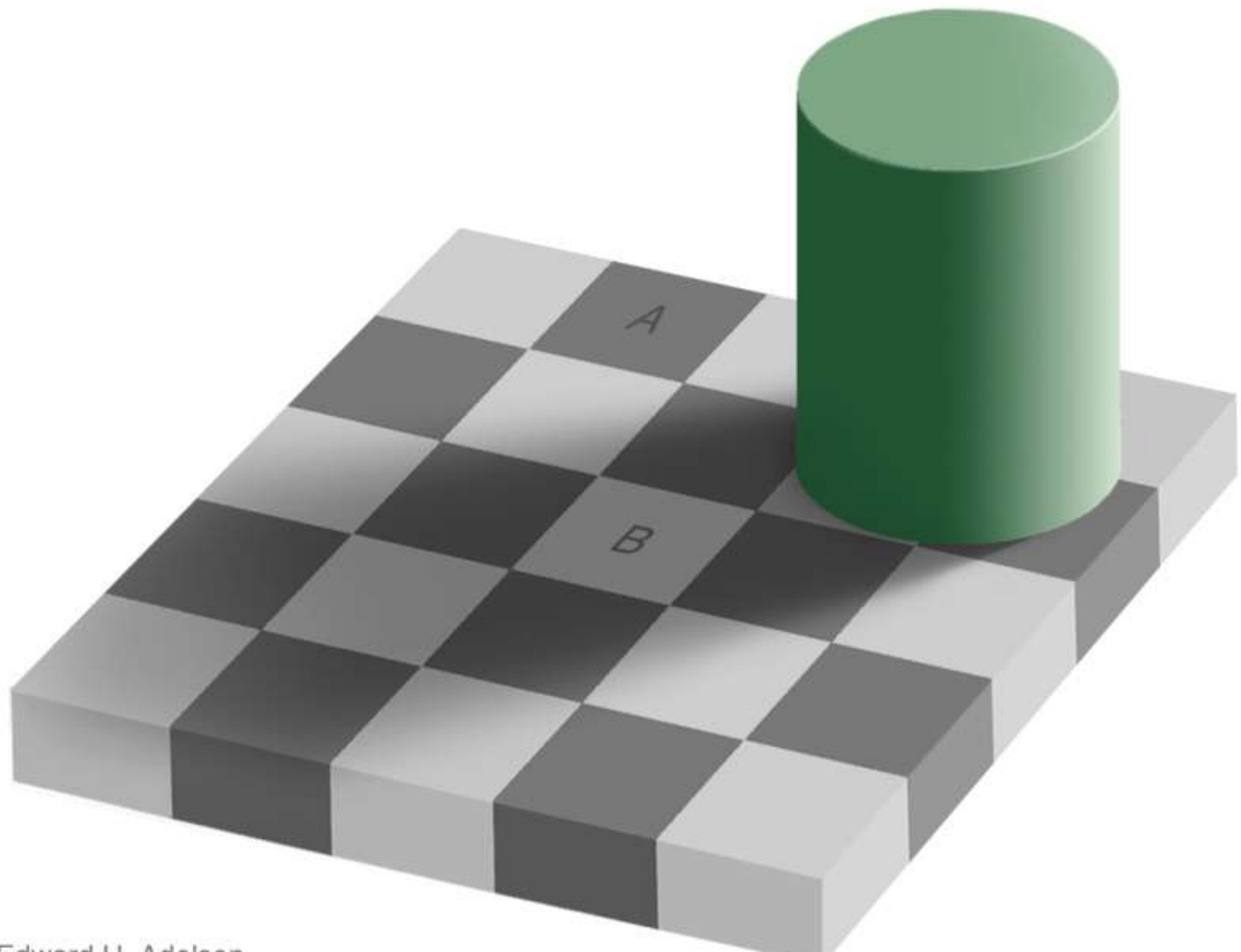
	% Graduating
All Students	74.0
American Indian	59.6
Asian/Pacific Islander	82.4
Black	58.4
Hispanic	58.0
White	85.1
English Language Learners	38.2
Students with Disabilities	44.6

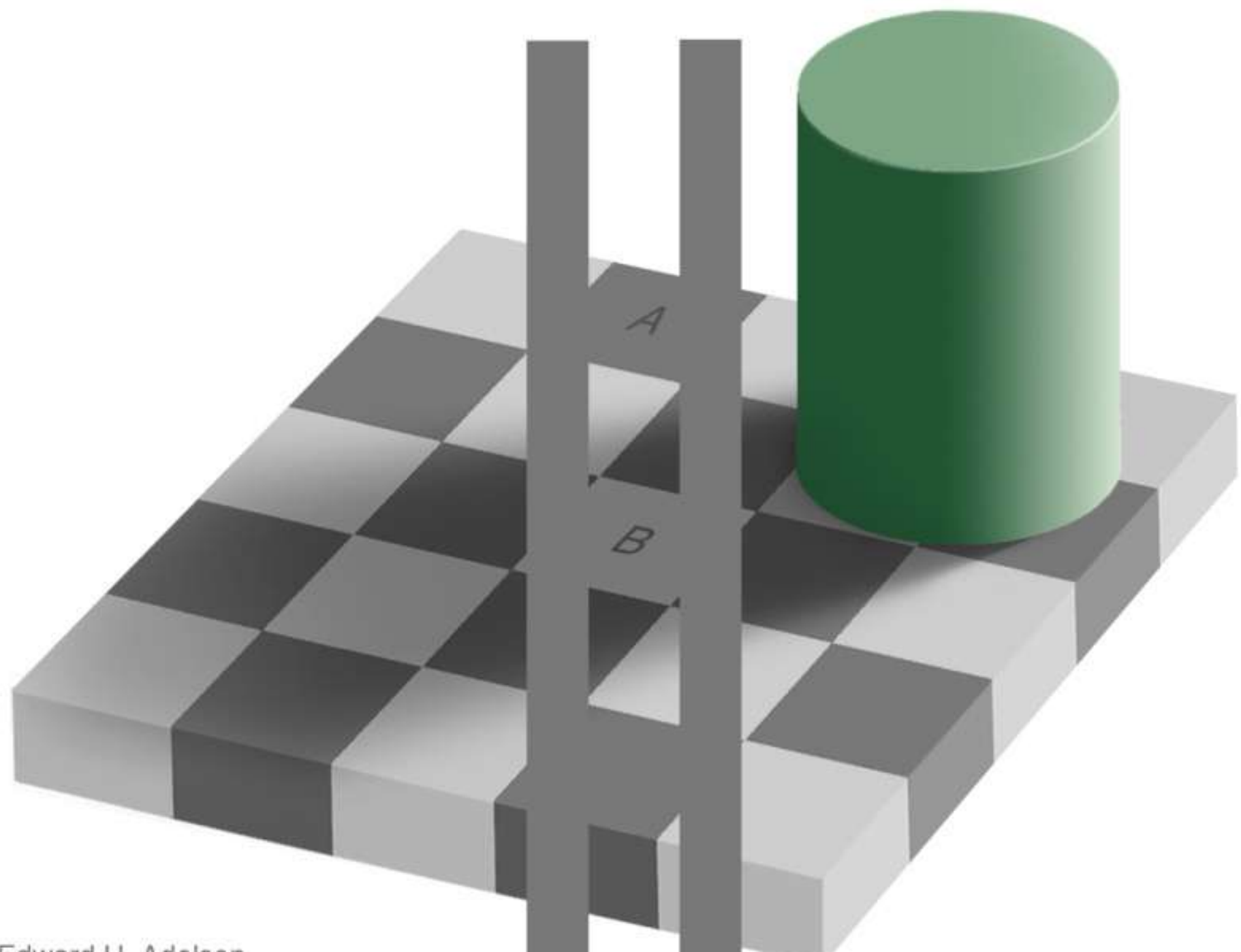
Calculated College & Career Ready*

	% Graduating
All Students	34.7
American Indian	16.8
Asian/Pacific Islander	55.9
Black	11.5
Hispanic	14.5
White	48.1
English Language Learners	6.5
Students with Disabilities	4.4

*Students graduating with at least a score of 75 on Regents English and 80 on a Math Regents, which correlates with success in first-year college courses.

Source: NYSED Office of Information and Reporting Services





Which teachers??

“ESL Teachers”

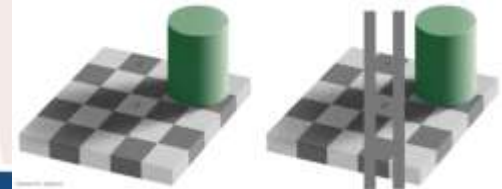
- Linguistics & second language acquisition
- Cultural components
- ESL standards, curriculum & assessment
- Best instructional practice for ELLs

Training or experience with content areas?

“Teachers of ELLs”

- ***Any teacher*** with ELLs
- Any subject
- Any grade level
- Generalists & specialists

Training or experience with ELLs & SLA?



Evaluating ESL Teachers & Teachers of ELLs

Ask about Students:



“Who are your ELLs? What are their specific needs? How is this lesson tailored to their levels?”

Ask about Curriculum:

Language Goals

- Address the language needed to engage with the academic content, perform classroom tasks, and achieve the content objectives: read, write, listen, talk, think, discuss, journal, record, persuade, debate, draft
- Also key vocabulary, language functions, grammar or structures, and language learning strategies.

“What are the lesson’s content objectives and language objectives? How did you determine these objectives?”

Content Goals

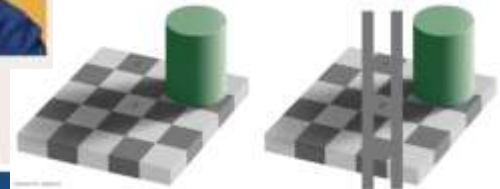
- Usually drawn from state standards for the content area
- Recognized by verbs related to knowledge of the content area: identify, analyze, read, construct, graph, draw, solve, illustrate, design

Ask about Instruction:

“How are you sheltering instruction for your ELLs? How do you check comprehension and progress?”



Ask about Students



5 Stages of Second Language Acquisition



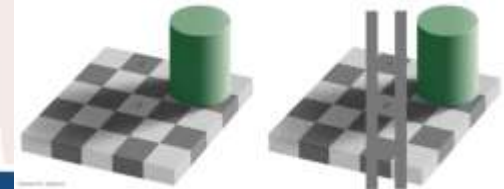
Preproduction

Early Production

Speech Emergence

Intermediate Fluency

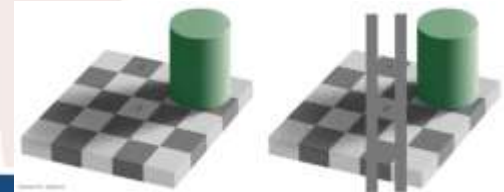
Advanced Fluency



5 Stages of Second Language Acquisition



- *Preproduction: 0-6 months*
- *Early Production: 6-12 months*
- *Speech Emergence: 1-3 years*
- *Intermediate Fluency: 3-5 years*
- *Advanced Fluency: 5-7 years*

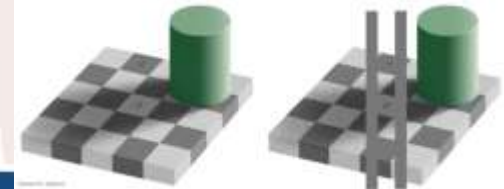


5 Stages of Second Language Acquisition



Proficiency levels affect:

- Language Learning Objectives
- Questioning strategies
- Response expectations
- Level of independence



Differentiation

For
English Language Learners



Among
English Language Learners



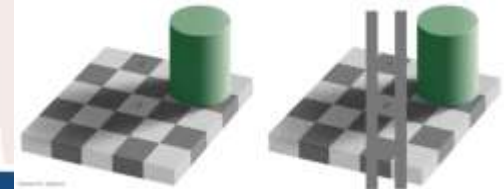
Sub-Groups Of LEP/ELLs

- Long Term LEP/ELLs (LTL)
- Students With Disabilities who are LEP/ELLs (SWD)
- Former LEP/ELLs
- New Immigrants
- Students with Interrupted Formal Education (SIFE)

So we need to ask:

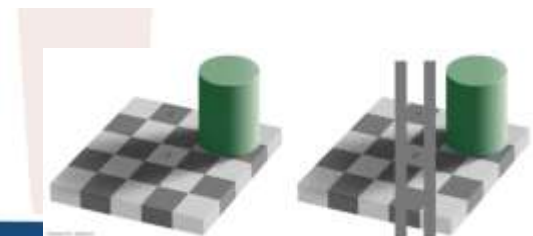


*“Who are your
ELLs? What are
their specific needs?
How is this lesson
tailored to help
them?”*



Ask about Curriculum

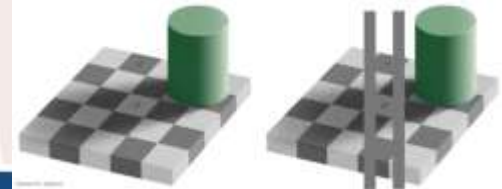
Dual Objectives



Content Goals

- Usually drawn from state standards for the content area
- Recognized by verbs related to knowledge of the content area:

identify, analyze, rank, construct, graph, divide, solve, visualize, design.



Language Goals

- Address the ***language needed to engage*** with the academic content, perform classroom tasks, and achieve the content objectives:
read, write, listen, list, tell, discuss, journal, record, persuade, debate, draft
- Also key vocabulary, language functions, and language learning strategies.

Content Objectives:

Students will be able to

- Explain the effects of smoking on health.

Language Objectives:

Students will be able to

- Explain to a partner the effects of smoking.
 - One consequence of smoking is _____.
 - Smoking leads to _____.
 - Smoking causes _____.
 - Smoking increases the risk of _____.
 - Smokers are more likely to _____ than nonsmokers.
- In the reading, highlight the effects of smoking.

Content Objectives:

Students will be able to

1. Order numbers from least to greatest.
2. Use $<$, $>$, or $=$ to make each sentence true.

Language Objectives:

Students will be able to

- Explain to a partner why your statements are true using a number line. Use these sentence patterns:
 - x is {greater / less } than y .
 - x is equal to y .

Content Objectives:

Students will be able to

- **Explore three decisions** about the atomic bomb that were faced by the U.S. during WWII, take a position on each, and defend their position orally

Decision A: Whether to build an atomic bomb

Decision B: Whether to drop an atomic bomb

Decision C: Whether Truman made the right decision

Language Objectives:

Students will be able to

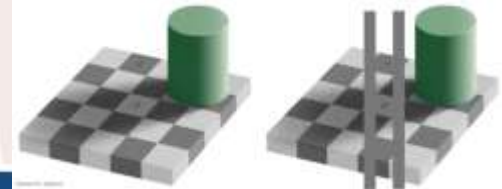
- **Read** information in a small group for each decision and reach consensus on a position by **listening** and discussing
- State their position and **orally** defend it in a class dialogue
- Disagree with prior speakers in a respectful manner
- In **writing**, defend a position on whether or not it was justifiable to use the bomb on Japan

So we need to ask:



“What are the lesson’s content objectives and language objectives?”

How did you determine these objectives?”



Factors Affecting Language Learning

1. Motivation
2. Reading & Writing Skills in 1st Language
3. How different is 1st language from new language.
4. How much English is in the home?
5. Age
6. Personality & Learning Style
7. Peers & Role Models
8. Quality of Instruction
9. Cultural Background



Which can **teachers** have the greatest control over?

Ask about Instruction

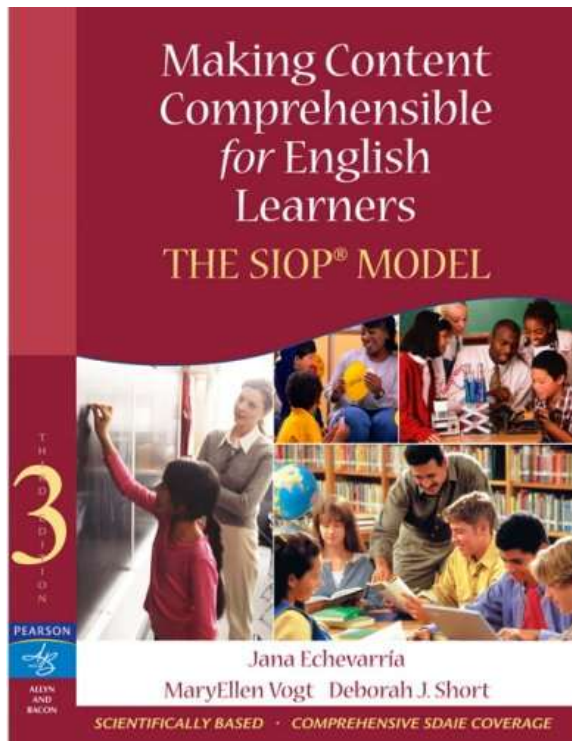
“Sheltered Instruction”

Definition: An approach to teaching content to English Language Learners in a strategic way so that they both access the subject matter and improve their English.



Eight Components:

1. Lesson Preparation
2. Building Background
3. Comprehensible Input
4. Strategies
5. Interaction
6. Practice/Application
7. Lesson Delivery
8. Review/Assessment



Which teachers??

“ESL Teachers”

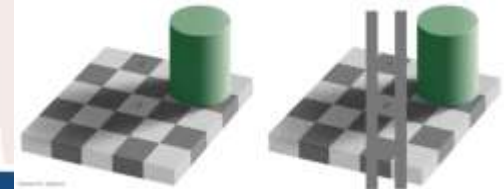
- Linguistics & second language acquisition
- Cultural components
- ESL standards, curriculum & assessment
- Best instructional practice for ELLs

Training or experience with content areas?

“Teachers of ELLs”

- ***Any teacher*** with ELLs
- Any subject
- Any grade level
- Generalists & specialists

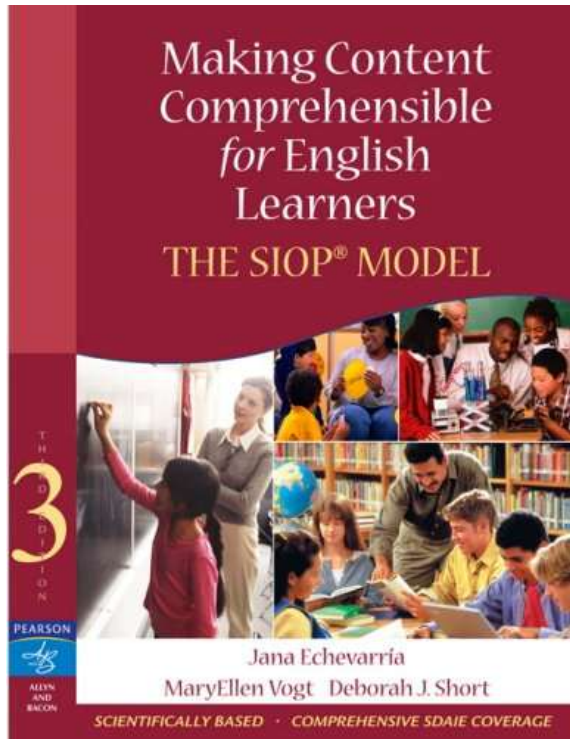
Training or experience with ELLs & SLA?





Rubric on Handout:

- For use by trained teachers and administrators
- For self-evaluation
- For peer observation



***Not for summative
evaluation.***

Best Instructional Practice for ELLs

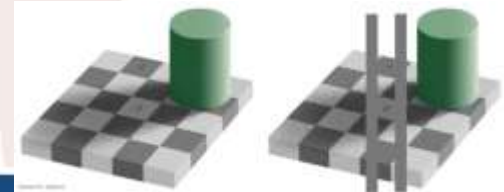
- Start with what the kids bring:

Culture

Language

Personal Experiences

Academic Experience



Best Instructional Practice for ELLs

- Provide lots of comprehensible input.

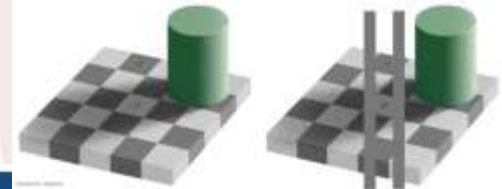
Speak slowly & clearly

Controlled, simplified vocabulary.

Minimize idiom

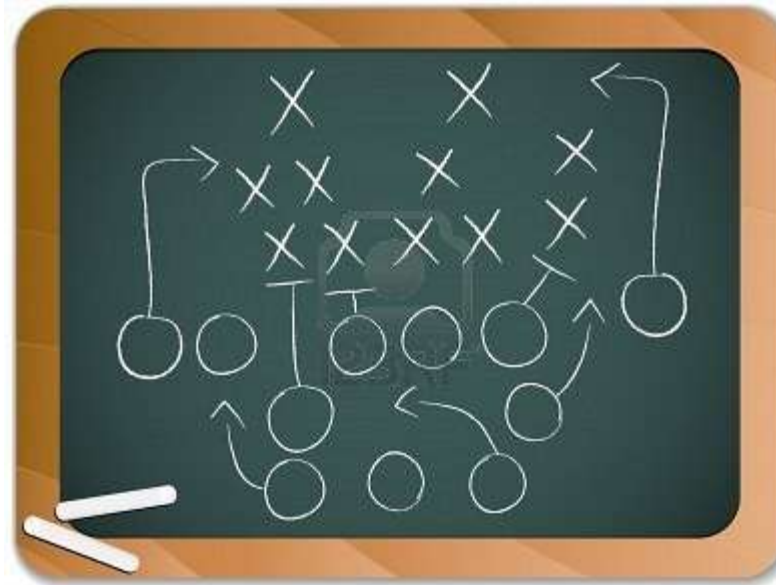
Use gestures & visuals

- Check comprehension frequently

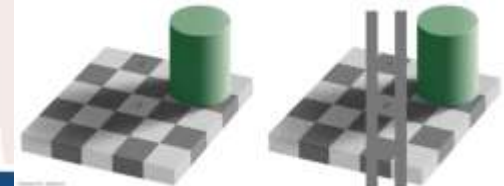


Best Instructional Practice for ELLs

- **Teach strategies**



- **Check comprehension frequently**



Best Instructional Practice for ELLs

- Provide lots of opportunity to use English.

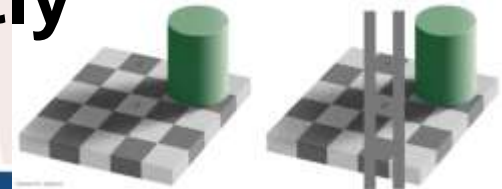
Students speaking a lot

Extra processing time

Affirm communicative ability

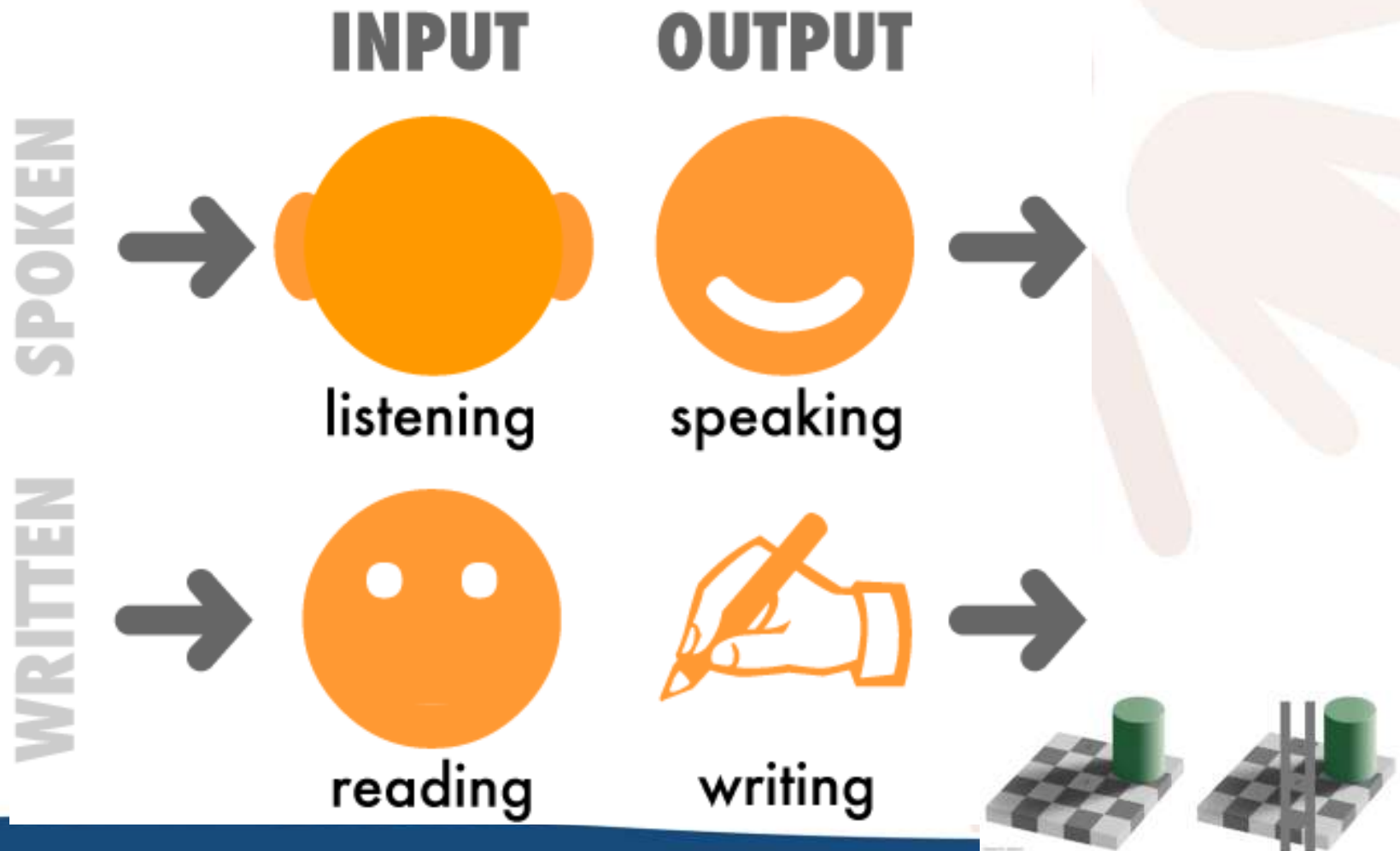
Correct with modeling

- Check comprehension frequently



Best Instructional Practice for ELLs

- Practice all four language modalities:



Best Instructional Practice for ELLs

- Keep anxiety low.



STRESS-O-METER

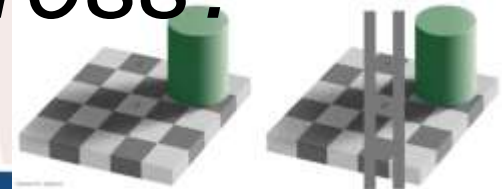
LEARNING TO GAUGE TENSION LEVELS
MAKES IT EASIER TO FIND YOUR
PEAK PERFORMANCE ZONE.

So we need to ask:



“How are you sheltering instruction for your ELLs?”

How do you check comprehension and progress?”



RBERN Resources

- Website
- Resource Library
- Contacts for Translators & Interpreters
- Email List
- Quarterly Administrators Meetings

<http://rbern.ocmboces.org/>