

## CHAPTER 3



# TOOLS AND RESOURCES FOR STAFFING AND SUPPORTING AN ENGLISH LEARNER PROGRAM

This is the third chapter of the English Learner Tool Kit, which is intended to help state and local education agencies (SEAs and LEAs) meet their obligations to English Learners (ELs). This tool kit should be read in conjunction with the U.S. Department of Education Office for Civil Rights' and the U.S. Department of Justice's Dear Colleague Letter on "English Learner Students and Limited English Proficient Parents," published in January 2015, which outlines SEAs' and LEAs' legal obligations to ELs under civil rights laws and other federal requirements. The Dear Colleague Letter can be found at <http://www2.ed.gov/about/offices/list/ocr/ellresources.html>.

## STAFFING AN ENGLISH LEARNER PROGRAM

### KEY POINTS

- LEAs must provide the personnel necessary to effectively implement EL programs.
- Necessary personnel include teachers who are qualified to provide EL services, core-content teachers who are highly qualified in their field as well as trained to support EL students, and trained administrators who can evaluate these teachers.
- LEAs must provide adequate professional development and follow-up training in order to prepare EL program teachers and administrators to implement the EL program effectively.
- LEAs must ensure that administrators who evaluate EL program staff are adequately trained to meaningfully evaluate whether EL teachers are appropriately employing their training in the classroom in order for the EL program model to successfully achieve its educational objectives.
- SEAs must ensure that LEAs have qualified teachers and administrators for their EL programs.



Recruiting, developing, and retaining excellent educators is essential in order to ensure that EL program models successfully achieve their educational objectives. LEAs must hire an adequate number of teachers who are qualified to provide EL services, and core-content teachers who are highly qualified in their field as well as trained to support EL students. These teachers must meet state requirements and have mastered the skills necessary to effectively teach in the LEA's EL program.

In some instances SEA endorsements or other requirements may not be rigorous enough to ensure that teachers of ELs have the skills to actually carry out the LEA's chosen EL program. Indeed, a study from the Center on American Progress (Samson & Collins, 2012) found that "[d]espite the fact that 49 states have programs that are accredited. . . the enforcement of diversity

standards and the use of research-based knowledge on best practices when it comes to ELs is often not reflected in program requirements." In light of this, SEAs must at least monitor whether teachers are adequately trained. Having EL teachers who are well prepared and effectively employing their training in the classroom will help ensure that the EL program model successfully achieves its educational objectives.

LEAs must hire teachers qualified and certified to teach ELs, or support unqualified staff as they work towards obtaining the qualifications within a reasonable period of time (e.g., within two years). LEAs that cannot hire an adequate number of qualified ESL/bilingual or trained core-content teachers must ensure that current teachers obtain the requisite training, either through the SEA's training and certification program or through

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the LEA's own training program. In one study (NCEE, 2015), a majority of participating teachers who received professional development (PD) on such topics as instructional strategies for advancing English proficiency, or teaching ELs in content areas, reported that the PD improved their effectiveness as teachers of ELs.

ELs who are also students with disabilities (dually identified ELs) may be receiving content instruction in general classroom environments and special education services as defined in their Individualized Education Program (IEP), as appropriate. Thus, it is important to train both general and special education teachers of dually identified ELs.

## SUPPORTING AN ENGLISH LEARNER PROGRAM

### KEY POINTS

- LEAs are obligated to provide the resources necessary to effectively implement EL programs.
- Necessary resources include adequate and appropriate materials for the EL programs.

LEAs must provide ELs with adequate and appropriate resources. These resources include sufficient quantities of instructional materials at the appropriate English proficiency and grade levels, bilingual materials for bilingual programs, and, when necessary, materials for students with disabilities. These resources should provide challenging academic content that is aligned with grade-level state content standards. Title III funded services must supplement the core curriculum.

Resources may also include appropriately trained and supervised paraprofessionals, as appropriate, to provide support services, such as helping ELs understand tasks, restating directions, and interpreting for students. However, paraprofessionals, aides, and tutors may not take the place of qualified teachers except as an interim measure while recruiting, hiring, or training qualified teachers.

SEAs and LEAs may wish to consider diversity workforce initiatives that include recruiting candidates of varied backgrounds and diverse language skills in order to meet the staffing needs of their EL program.

The following checklist is intended to assist SEAs and LEAs in ensuring that they provide the appropriate staffing for their EL programs. The checklist provides suggested questions only, and schools and LEAs should check with their SEA's policies and federal guidance to ensure compliance.

### Qualified Teachers

- ★ Do all EL program, core-content, and special education teachers who instruct ELs have the appropriate certification, licensure, or training to teach ELs? If not, are they working to obtain it within a reasonable period of time?
- ★ Does the SEA provide guidance about and monitor whether LEAs have qualified teachers to deliver instruction to ELs?
- ★ Do all teachers who instruct ELs demonstrate the skills necessary to effectively implement the LEA's EL program?
- ★ Does the LEA or SEA provide supplemental professional learning opportunities, when necessary, to ensure that the EL program is implemented effectively?
- ★ Do all EL program, core-content, and special education teachers who deliver instruction to ELs with disabilities receive PD specifically related to teaching dually identified ELs?

### Adequate Number of Qualified EL Staff

- ★ Are the LEA's EL services adequately staffed with qualified ESL, bilingual, core-content, and special education teachers trained in EL strategies, in order to meet ELs' language and content needs?
- ★ Are principals or other administrative staff tasked with evaluating EL teachers certified and sufficiently trained in EL strategies in order to meaningfully evaluate teachers who deliver instruction to ELs?
- ★ Are paraprofessionals adequately trained to support ELs, and are they working under the direct supervision of a qualified teacher?

### Adequate Resources for an EL Program

- ★ Does the LEA provide sufficient and appropriate materials for EL students at all levels of English language proficiency, including all grade levels, and for each EL program?
- ★ Do the resources provide challenging academic content aligned with grade-level state content standards?

# STAFFING AND SUPPORTING AN ENGLISH LEARNER PROGRAM

## TOOLS

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The following set of tools is intended to help schools, LEAs, and SEAs in supporting the professional learning of teachers of ELs. The first three tools offer suggestions on how adult learning can inform PD as well as the various components of effective PD for teachers of ELs. The last tool offers and expands upon examples from teacher evaluation frameworks to address specific considerations for teaching ELs.

Tool #1, Professional Development for Teaching ELs, provides a frame for how PD may be structured to build on what teachers know and maximize adult learning.

Tool #2, Professional Development for General Education Teachers of ELs, provides a recommended set of components for a comprehensive PD program for general education teachers of ELs.

Tool #3, Meeting the Needs of ELs, delves deeper into what general education teachers should know to teach ELs effectively.

Tool #4, Frameworks for Supporting Classroom Teaching of ELs, provides an overview of the work being done to incorporate effective instructional practices for ELs in current teacher evaluation and support systems by the American Institutes for Research's Center on Great Teachers and Leaders and Center for English Language Learners, working alongside the Council of Chief State School Officers' ELL State Collaborative on Assessment and Student Standards (ELL SCASS).



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## TOOL #1 PROFESSIONAL DEVELOPMENT FOR TEACHING ELS

Effective PD must be ongoing, interesting, and meet the needs of participating personnel. The five core principles of PD for those teaching ELs, presented here, are based on the tenets of adult learning theory, the published work of several researchers, and “the fundamental belief that all teachers bring strengths to their profession and want their students to achieve and feel successful.” SEAs and LEAs can use these principles to structure PD opportunities to facilitate successful outcomes for EL teachers and their students.

### CORE PRINCIPLES FOR PROFESSIONAL DEVELOPMENT OF TEACHERS OF ELS

- ★ **Principle 1: Build on a foundation of skills, knowledge, and expertise.** Professional development must build upon the current foundation of basic skills, knowledge, and areas of expertise of the educational personnel involved. Professional development will link new knowledge and activities with what the practitioners already know and are able to do, and will extend their thinking. Those attending any professional development activity will bring with them different experiences, knowledge, and skills. The individual(s) providing the activity must determine the current level of expertise, the needs of participants, and develop appropriate materials and activities. Professional development activities that do not target a specific audience must, at a minimum, offer basic knowledge to ensure that practitioners are operating from the same foundation.
- ★ **Principle 2: Engage participants as learners.** Professional development should include rich and varied opportunities that engage educational personnel as learners and offer the opportunity to apply new skills and knowledge. Professional development is effective when the materials are presented in a hands-on manner using techniques that suit various learning styles. In addition, practitioners need time to try out new methods in a safe environment before either moving to another topic or attempting the method in the classroom.
- ★ **Principle 3: Provide practice, feedback, and follow-up.** Professional development should offer educational personnel opportunities for (1) practicing the new skills, strategies, and techniques; (2) providing feedback on performance; and (3) continuing follow-up activities. A constructivist approach to staff development precludes the didactic presentation of decontextualized knowledge and skills. Principle 3 reinforces the precept that information about skills and knowledge must be presented to educational personnel in a manner that allows them to link new information to their current knowledge and skills, and allows them to construct their own meanings. Interactive, hands-on approaches to professional development make use of sound principles of adult learning. Modeling specific skills with practice sessions also will allow practitioners actively to make meaning out of the new information. Finally, a period of classroom application followed by formal observation and feedback should be used to reinforce the development of new skills.
- ★ **Principle 4: Measure changes in teacher knowledge and skills.** Successful and effective professional development should be manifested by measurable increases in participant knowledge and skills. The evaluation of a participant's knowledge and skills is essential to the effectiveness of the professional

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## TOOL #1: PROFESSIONAL DEVELOPMENT FOR TEACHING ELs (CONTINUED)

development program. In order to evaluate the participant, an appropriate amount and variety of information about what participants do and their effect on people should be collected. Assuming that the participants are teachers, then a variety of evidence of the genuine teaching work and performance of the teacher should be collected.

- ★ **Principle 5: Measure changes in student performance.** Professional development should be linked to measurable outcomes in student performance, behavior, and/or achievement. A direct link to student outcomes is necessary to determine what types of professional development activities are effective within specific contexts. The local level district involved in focused, long-term professional development activities must first identify what measurable student outcomes it wants to change. The problem for which professional development is sought may provide the type of outcome to be assessed. For example, a school district recently wished to link professional development more closely to student outcomes. The outcomes this district identified as important to change were the number of EL students (1) placed in pull-out English as-a-second language (ESL) programs; (2) who received low grades in reading, math, and science; and (3) who dropped out of school. Principle 5 states that a link must be established as evidence that professional development contribute to significant improvement in the quality of educational programs or student achievement.

Source: Casteel, C. J., & Ballantyne, K. G. (Eds.). (2010). *Professional development in action: Improving teaching for English learners*. Washington, DC: National Clearinghouse for English Language Acquisition (NCELA). Retrieved from [http://www.ncele.us/files/uploads/3/PD\\_in\\_Action.pdf](http://www.ncele.us/files/uploads/3/PD_in_Action.pdf)

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## TOOL #2

# PROFESSIONAL DEVELOPMENT FOR GENERAL EDUCATION TEACHERS OF ELS

This tool has been adapted and reprinted with permission from the National Education Association (NEA). It is intended to help school, LEA, and SEA leaders think about PD for general education teachers of ELS.

## ESSENTIAL COMPONENTS OF EFFECTIVE PROFESSIONAL DEVELOPMENT FOR GENERAL EDUCATION TEACHERS OF ELS

General education teachers need practical, research-based information, resources, and strategies to teach, evaluate, and nurture ELS. NEA recommends focusing on the following essential components of a comprehensive professional development program for general education teachers of ELS:

- ★ A process for establishing high standards for English language acquisition, English language development, and academic content in lesson planning and instruction.
- ★ A process for integrating teachers' understanding of academic content and English-language proficiency standards with instruction in teaching methods and assessments.
- ★ Knowledge and use of effective pedagogy.
- ★ Methods for implementing instructional strategies that ensure that academic instruction in English is meaningful and comprehensible.
- ★ Exposure to a demonstration showing how to implement strategies that simultaneously integrate language acquisition, language development, and academic achievement.
- ★ Exposure to a demonstration showing why increasing academic achievement of ELS is dependent upon multiple instructional approaches or methodologies.
- ★ Providing a "strategies toolkit" for teachers, which offers ways to enhance and improve instruction for struggling students, based on assessment results.
- ★ Cultural awareness is also an important component of a professional development program. To maximize achievement opportunities for ELS, educators must understand and appreciate students' different cultural backgrounds.

Source: National Education Association. (2011). *Professional development for general education teachers of English language learners*. (NEA Policy Brief). Washington, DC: Author. Retrieved from [http://www.nea.org/assets/docs/PB32\\_ELL11.pdf](http://www.nea.org/assets/docs/PB32_ELL11.pdf)

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## TOOL #3 MEETING THE NEEDS OF ELs

This tool has been adapted and reprinted with permission from the Center for American Progress. It is taken from the study “Preparing All Teachers to Meet the Needs of English Language Learners: Applying Research to Policy and Practice for Teacher Effectiveness.”

The fact that the nation's teachers are encountering and will increasingly encounter a diverse range of learners requires that every teacher has sufficient breadth and depth of knowledge and range of skills to be able to meet the unique needs of all students, including those for whom English is not their primary language. While it is true that there are educational specialists who have expertise in supporting ELs—English as a second language and bilingual teachers, for example—many teachers do not. Yet the reality is that most, if not all, teachers have or can expect to have EL students in their classroom and therefore must be prepared to best support these children.

### ESSENTIAL KNOWLEDGE FOR TEACHERS OF ELs

#### SUPPORT ORAL LANGUAGE DEVELOPMENT

- ★ Oral language proficiency allows students to participate in academic discussions, understand instruction, and build literacy skills.
- ★ Students with more developed first language skills are able better able to develop their second language skills.
- ★ Vocabulary knowledge plays an important role in oral language proficiency. ELs require direct teaching of new words along with opportunities to learn new words in context through hearing, seeing, and saying them as well as during indirect encounters with authentic and motivating texts.
- ★ Building oral proficiency in a second language can be supported by the use of nonverbal cues, visual aids, gestures, and multisensory hands-on methods. Other strategies include establishing routines, extended talk on a single topic, providing students with immediate feedback, opportunities to converse with teachers, speaking slowly, using clear repetition, and paraphrasing supports oral communication.
- ★ Students should receive explicit instruction and preparation techniques to aid in speaking with others by teaching words and grammatical features that are used in academic settings.

#### EXPLICITLY TEACH ACADEMIC ENGLISH

- ★ Academic language is decontextualized, abstract, technical, and literary. It is difficult for native speakers and even more difficult for ELs.
- ★ Academic language is not limited to one area of language and requires skills in multiple domains, including vocabulary, syntax/grammar, and phonology.

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### TOOL #3: MEETING THE NEEDS OF ELs (CONTINUED)

- ★ Understanding the differences of informal language and academic language is important. Opportunities to learn and practice academic language are essential. Students must be exposed to sophisticated and varied vocabulary and grammatical structures and must avoid slang and idioms.
- ★ Opportunities and instruction on using academic language accurately in multiple contexts and texts is of critical importance for all ELs.
- ★ School-wide efforts and coordination of curriculum across content area helps teachers build on a foundation of prior knowledge.

### VALUE CULTURAL DIVERSITY

- ★ ELs typically face multiple challenges in the transition from home to school as most are from culturally diverse backgrounds. Schooling experiences should reaffirm the social, cultural, and historical experiences of all students.
- ★ Teachers and students should be expected to accept, explore, and understand different perspectives and to be prepared as citizens of a multicultural and global society.
- ★ Opportunities for teachers and students to interact with diverse cultures can be created in multiple ways through inclusive teaching practices, reading and multimedia materials, school traditions and rituals, assembly programs, and cafeteria food that represent all backgrounds.
- ★ Involving parents and community in a meaningful way with outreach and letters to homes, bulletin boards, and staff helps build appreciation of diversity.

Source: Samson, J. F., & Collins, B. A. (2012). *Preparing all teachers to meet the needs of English language learners: Applying research to policy and practice for teacher effectiveness*. Washington, DC: Center for American Progress. Retrieved from <http://files.eric.ed.gov/fulltext/ED535608.pdf>



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## TOOL #4 FRAMEWORKS FOR SUPPORTING CLASSROOM TEACHING OF ELS

The American Institutes for Research's (AIR's) Center on Great Teachers and Leaders and Center for English Language Learners have been working collaboratively with the Council of Chief State School Officers' ELL State Collaborative on Assessment and Student Standards (ELL SCASS) to ensure that current teacher evaluation and support systems incorporate effective instructional practices for ELs. An additional goal of the collaboration is to inform the next iteration of teacher evaluation and support systems and teacher pre-service evaluation systems. Diane August, a managing researcher at AIR, is leading this work. The following tool provides an overview and examples of the work currently underway.

### INDICATORS AND EXAMPLES OF EFFECTIVE CLASSROOM TEACHING FOR ELS

#### OVERVIEW

ELs constitute a large and growing percentage of students in U.S. schools. For schools to educate a diverse student population effectively, all teachers of ELs must have the necessary knowledge and skills to do so. To measure and evaluate teacher competencies, many states have recently updated their teacher evaluation and support systems; however, additional attention to ELs would enhance instruction for these students.

Many states have based their new teacher evaluation systems on one of three major frameworks:

- ★ Danielson, C. (2013). *The framework for teaching evaluation instrument*. Princeton, NJ: The Danielson Group.
- ★ Marzano, R. J. (2013). *The Marzano teacher evaluation model*. Bloomington, IN: Marzano Research Laboratory.
- ★ Pianta, R. C., Hamre, B. K., & Mintz, S. L. (2012). *Classroom assessment scoring system (CLASS): Secondary manual*. Charlottesville, VA: Teachstone.

As part of this work each of these frameworks has been reviewed. The components or elements of the evaluation systems have not been changed, but staff has provided indicators and examples to illustrate how the components and elements might be enacted in classrooms with ELs. Subsequent activities to further develop indicators and examples of effective teaching for ELs include face-to-face collaborative work with ELL SCASS members and local educational agency representatives, and field-testing of the indicators and examples in select school districts. A publication will be prepared that documents the work.

#### EXAMPLES

Following are two sample elements from each of the three frameworks, with added indicators and examples for teachers working with ELs (in blue).

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## TOOL #4: FRAMEWORKS FOR SUPPORTING CLASSROOM TEACHING OF ELs (CONTINUED)

**Danielson:** *The Framework for Teaching Evaluation Instrument*

### Domain 1: Planning and Preparation

#### Component 1e: Designing Coherent Instruction

**Element 2:** Instructional materials and resources: Aids to instruction are appropriate to the learning needs of students.

**EL Indicator:** Aids to instruction for ELs include supplementary resources to help make second language content comprehensible and concurrently build the student's second language proficiency. Aids to instruction take into consideration ELs' levels of proficiency and knowledge in their first language.

#### EL Examples:

- ★ The teacher provides bilingual dictionaries and glossaries, English dictionaries and glossaries with comprehensible definitions, non-linguistic representations of text (e.g., audio recordings and visuals), graphic organizers tailored to specific content, and realia and manipulatives.
- ★ The teacher uses parents as multicultural resources, supplements texts with guest speakers who speak the students' first language, and provides experiences for ELs that develop background knowledge related to content they are acquiring.
- ★ When learning objectives include home language knowledge and skills, resources are available in students' home languages.

### Domain 3: Instruction

#### Component 3e: Engaging Students in Learning

**Element 3:** Instructional materials and resources: The instructional materials a teacher selects to use in the classroom can have an enormous impact on students' experience. Though some teachers are obliged to use a school's or district's officially sanctioned materials, many teachers use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning—for example, the use of primary source materials in social studies.

**EL Indicator:** In addition to the mainstream anchor texts used in English instruction, teachers provide supplementary materials on similar topics appropriate for different levels of English proficiency. Teachers give ELs opportunities to read in their home language to build the background knowledge they need for reading in English.

#### EL Examples:

- ★ As students study a topic (e.g., ancient Greece), the teacher selects leveled readers on the same topic at different reading levels appropriate to the students' current level of English proficiency, to supplement the grade-level textbook.
- ★ Teachers select supplementary materials on the topic in a student's first language, if the student is literate in that language, and provide related materials, including glossaries and bilingual dictionaries with definitions.
- ★ Teachers scaffold the use of primary source materials by pairing ELs with students of the same first language who are more proficient in English to discuss the meaning of those materials.

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## TOOL #4: FRAMEWORKS FOR SUPPORTING CLASSROOM TEACHING OF ELs (CONTINUED)

**Marzano:** *Teacher Evaluation Model*

### Domain 1: Classroom Strategies and Behaviors

1. **Providing Clear Learning Goals and Scales (Rubrics):** The teacher provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance relative to the learning goal.

**EL Indicator:** The teacher provides English language proficiency (ELP) goals as well as content goals and presents them in ways that are comprehensible to ELs. The teacher monitors performance related to both types of goals.

2. **Tracking Student Progress:** The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.

**EL Indicator:** The formative approach to assessment measures second language development as well as the development of content area knowledge. The teacher uses approved accommodations when formatively assessing ELs.

**EL Example:** Formative assessment practices are scaffolded in ways that align with classroom instructional supports. For example, if students at emerging levels of proficiency are given sentence frames and word banks to respond to guiding questions, sentence frames and word banks can be used to formatively assess students' reading comprehension.

**Pianta et al.:** *Classroom Assessment Scoring System (CLASS)*

### Classroom Organization

1. **Behavior Management:** Behavior management encompasses the teacher's use of effective methods to encourage desirable behavior and prevent and redirect misbehavior.

**EL Indicator:** Some ELs may have challenging life experiences (e.g., poverty, traumatic experiences in home countries, culture shock as new arrivals to the U.S.) that prevent them from fully engaging in a classroom setting. The more aware teachers are of students' prior experiences and home environments, the better they will be able to support ELs.

#### EL Examples:

- ★ Teachers meet proactively with parents (with interpreters as needed) to better understand home environments and ways to support ELs.
  - ★ Teachers seek additional resources (e.g., counselors and social workers) to support individual students' needs.
2. **Productivity:** Productivity considers how well the teacher manages time and routines so that instructional time is maximized. This dimension captures the degree to which instructional time is effectively managed and down time is minimized for students; it is not a code about student engagement or about the quality of instruction or activities.

**EL Indicator:** Because ELs are processing language and content simultaneously, they may need additional wait time to answer questions and additional time to complete activities.

Source: August, D., & Predaris, T. (2015). *Frameworks for supporting classroom teaching of English learners*. Manuscript in preparation. Washington, DC: American Institutes for Research, Center on Great Teachers and Leaders, & Center for English Language Learners.

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## RESOURCES

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Alfaro, C., Durán, R., Hunt, A., & Aragón, M. (2014). Steps toward unifying dual language programs, Common Core State Standards, and critical pedagogy: Oportunidades, estrategias y retos. *Association of Mexican-American Educators (AMAE) Journal*, 8(2), 17-30. Retrieved from <http://amaejournal.utsa.edu/index.php/amae/article/view/194/153>

This article discusses a partnership between Chula Vista Learning Community Charter School and the bilingual teacher education program at the College of Education at San Diego State University. The partnership prepares teachers and administrators to implement and develop dual language instruction that is aligned to Common Core State Standards. The article addresses the opportunities, strategies, and challenges of working together to implement a pedagogy-based curriculum.

American Federation of Teachers (AFT). (n.d.). Teaching diverse learners. Retrieved from <http://connectingthedots.aft.org/hot-topics/teaching-diverse-learners>

The Teaching Diverse Learners page on AFT's Connecting the Dots website provides a number of resources to help LEAs in educating all students, with particular consideration of ELs and students with disabilities (SWDs). Among the resources included are elements of a teacher development and evaluation system developed by AFT and two of its state federations, the New York State United Teachers (NYSUT) and the Rhode Island Federation of Teachers and Health Professionals (RIFTHP), as part of the Educator Evaluation for Excellence in Teaching and Learning Consortium (E3TL) Investing in Innovation (i3) Project. This page includes links to teacher

practice rubrics with consideration of ELs and SWDs, developed by NYSUT and RIFTHP, as well as a basic training module to "make evaluators and educators more familiarized with ELLs and SWDs and the issues involved in instruction and classroom observations." Funding for the work by E3TL came from an i3 grant provided by the U.S. Department of Education, and initial funding provided by the AFT Innovation Fund.

Apthorp, H., Wang, X., Ryan, S., and Cicchinelli, L. (2012). *Teaching English language learner students: Professional standards in elementary education in Central Region states* (REL 2012-122). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Central. Retrieved from <http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=103>

This report from REL Central explores official professional teaching standards and "examines what K-8 general education teachers are expected to know and be able to do" in order to teach ELs. It reviews the standards for the coverage of six topics that are important for improving student achievement, according to research. All seven Central Region states include in their teaching standards the knowledge and skills needed for teaching ELs. Five states include in their standards recognition and support for diverse language backgrounds, and four states include in their standards the knowledge of the theoretical basis of second language acquisition and related strategies of support. There are no state standards referencing how to select materials or modify curricula to accommodate the learning needs of ELs.

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August, D., Estrada, J., & Boyle, A. (2012). *Supporting English language learners: A pocket guide for state and district leaders*. Washington, D.C.: American Institutes for Research. Retrieved from [http://www.air.org/sites/default/files/downloads/report/ELL\\_Pocket\\_Guide1\\_0.pdf](http://www.air.org/sites/default/files/downloads/report/ELL_Pocket_Guide1_0.pdf)

This pocket guide provides research-based information to support state and district leaders in implementing reforms related to ELs on the first three principles in the Elementary and Secondary Education Act flexibility plan requirements. This guide suggests establishing empirically informed expectations for ELs' academic progress that account for their expected or current levels of English proficiency. To create EL content-area performance goals that are both meaningful and challenging, expectations for EL content-area progress should reflect both the developmental nature of ELs' English language acquisition and its role in ELs' acquisition of grade-level content knowledge in English.

August, D., Salend, S., Staehr Fenner, D., & Kozik, P. (2012, July). *The evaluation of educators in effective schools and classrooms for all learners* (Issue Brief). Washington, DC: E3TL Consortium. Retrieved from [http://connectingthedots.aft.org/sites/aft/files/documents/i3\\_Grant-ELL-SWD\\_Working\\_Group-Shared\\_Values\\_Paper-FINAL-7-3-12.pdf](http://connectingthedots.aft.org/sites/aft/files/documents/i3_Grant-ELL-SWD_Working_Group-Shared_Values_Paper-FINAL-7-3-12.pdf)

This brief provides an outline of the conditions that are necessary in order to ensure that all students can become successful learners in general education classrooms. The authors discuss what is necessary, not only in the classroom, but also in professional development to ensure that SEAs and LEAs evaluate teachers in ways that advance the learning of all students.

Ballantyne, K. G., Sanderman, A. R., Levy, J. (2008). *Educating English language learners: Building teacher capacity* (Roundtable Report). Washington, DC: National Clearinghouse on English Language Acquisition (NCELA). Retrieved from <http://www.ncelea.us/files/rcd/BE024215/EducatingELLSBuildingTeacherCa.pdf>

This report informs federal, state, and local policy makers responsible for teacher education and the PD of EL content teachers, and offers a functional resource guide for teachers and other practitioners. The goal of this report is to supplement the extensive

literature on the preparation and PD of EL content teachers.

Bunch, G., Kibler, A., & Pimentel, S. (2012, January). *Realizing opportunities for English learners in the Common Core English Language Arts and Disciplinary Literacy Standards*. Paper presented at the Understanding Language Conference, Stanford University, Stanford, CA. Retrieved from [http://ell.stanford.edu/sites/default/files/pdf/academic-papers/01\\_Bunch\\_Kibler\\_Pimentel\\_RealizingOpp%20in%20ELA\\_FINAL\\_0.pdf](http://ell.stanford.edu/sites/default/files/pdf/academic-papers/01_Bunch_Kibler_Pimentel_RealizingOpp%20in%20ELA_FINAL_0.pdf)

This paper examines the areas that the Common Core State Standards for English Language Arts and the literacy standards in History/Social Studies, Science, and Technical Arts highlight as necessary to achieve college and career readiness: (1) "engaging with complex texts"; (2) "using evidence in writing and research"; (3) "speaking and listening in order to work collaboratively and present ideas"; and (4) "developing the language to do all of the above effectively." The authors contend that EL educators need to help ELs realize these opportunities to achieve success. The paper also argues that ELs may be well served by opportunities to explore, and defend, their own "textual hypotheses," even if their interpretations differ from those of the teacher.

Casteel, C. J., & Ballantyne, K. G. (Eds.). (2010). *Professional development in action: Improving teaching for English learners*. Washington, DC: National Clearinghouse for English Language Acquisition (NCELA). Retrieved from [http://www.ncelea.us/files/uploads/3/PD\\_in\\_Action.pdf](http://www.ncelea.us/files/uploads/3/PD_in_Action.pdf)

This compendium report contains various PD projects from both LEAs and colleges of education that train teachers to work with ELs. Entries include information on successful and innovative practices, including mentoring programs, methods to incorporate new classroom methodologies, and best practices for ELs with disabilities. The report also includes examples of successful collaborations between colleges of education and LEAs, and the evaluation of PD programs.

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Council of the Great City Schools. (2014, August). *A framework for raising expectations and instructional rigor for English language learners*. Washington, DC: Author. Retrieved from <http://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/4/Framework%20for%20Raising%20Expectations.pdf>

In this report, the authors set a new vision for English Language Development. They share instructional delivery models that are appropriate for urban school districts. They also provide step-by-step guidance to apply these models, along with accompanying materials, to hasten ELs' acquisition of the academic language skills and grade-level content necessary for success. The methods contained in this report can be used alone or in concert with other LEA-approved evaluation methods.

Deussen, T., Autio, E., Miller, B., Lockwood, A. T., & Stewart, V. (2008, November). *What teachers should know about instruction for English language learners*. Portland, OR: Education Northwest. Retrieved from <http://educationnorthwest.org/sites/default/files/resources/what-teachers-should-know-about-instruction-for-ells.pdf>

In response to a 2007 request from the Washington state legislature, this report seeks to answer two fundamental questions about teaching ELs: (1) What is the basic foundation teachers need to have in order to work with ELs in the classroom? (2) How can EL specialists and classroom teachers collaborate for the benefit of ELs? The authors answered these questions through reviewing and evaluating the existing research and presenting the results in lay language. The report also identifies 14 key principles that teachers of ELs need to know in order to succeed.

Fenner, D., Kozik, P., & Cooper, A. (2014). Evaluating teachers of all learners. *Leadership*, 43(4), 8-12. Retrieved from <http://content.yudu.com/Library/A2r3h6/MarchApril2014Leader/resources/index.htm?referrerUrl=http%3A%2F%2Fwww.acsa.org%2FFunctionalMenuCategories%2FMedia%2FLeadershipMagazine%2F2014-Archives%2FMarchApril-2014.aspx>

This article offers an inclusive framework for teacher evaluation and support systems. The authors provide four principles of inclusive teacher evaluation, each with its own set of guiding questions and “look fors.” The principles may guide educators to reflect upon the inclusiveness of their classrooms with regard

to ELs, and encourage improvements in the teacher evaluation process for all teachers who work with ELs.

Francis, D., Rivera, M., Lesaux, N., Kieffer, M., & Rivera, H. (2006). *Practical guidelines for the education of English language learners: Research-based recommendations for serving adolescent newcomers*. (Under cooperative agreement grant S283B050034A from U.S. Department of Education). Portsmouth, NH: RMC Research Corporation, Center on Instruction. Retrieved from <https://www2.ed.gov/about/inits/ed/lep-partnership/newcomers.pdf>

This document serves as a practical guide for policymakers, schools, and others who educate adolescent newcomers to the United States. The authors present both instructional and organizational guidelines for educational programs for adolescent newcomers. These guidelines support both sides of the program—teaching and learning—and are designed to effectively meet students' needs.

Garcia, P. & Potemski, A. (2009, January). *Key issue: Recruiting teachers for schools serving English language learners*. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from <http://www.gtlcenter.org/sites/default/files/docs/recruitingTeachersforSchoolsServingELLs.pdf>

This resource is a guide to recruiting highly qualified teachers who can best serve ELs in the classroom. It provides strategies and the research behind them to help LEAs find teachers who best meet their ELs' needs.

Goe, L., & Matlach, L. (2014, September). *Supercharging student success: Policy levers for helping paraprofessionals have a positive influence in the classroom* (Policy Snapshot). Washington, DC: American Institutes for Research, Center on Great Teachers and Leaders. Retrieved from [http://www.gtlcenter.org/sites/default/files/Snapshot\\_Paraprofessional.pdf](http://www.gtlcenter.org/sites/default/files/Snapshot_Paraprofessional.pdf)

This policy snapshot discusses how paraprofessionals contribute to the classroom both academically and behaviorally. The authors provide policy considerations for how to prepare and supervise paraprofessionals, including insights into appropriate professional and career development for both paraprofessionals and the teachers who work with them.

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Hill, J. D. & Hoak, H. (2012, April 30). *English language learner resource guide: Top ten instructional tips for schools with a low incidence of ELLs*. Denver, CO: Mid-continent Research for Education and Learning (McREL), North Central Comprehensive Center. Retrieved from [http://www.education.ne.gov/NATLORIGIN/PDF/Classroom%20Instructions/ELL%20Resource%20Guide\\_%20Top%20Ten%20Tips%20for%20Schools%20with%20a%20Low%20Incidence%20of%20ELLs.pdf](http://www.education.ne.gov/NATLORIGIN/PDF/Classroom%20Instructions/ELL%20Resource%20Guide_%20Top%20Ten%20Tips%20for%20Schools%20with%20a%20Low%20Incidence%20of%20ELLs.pdf)

This resource provides 10 research-based instructional strategies for students who struggle with learning academic language. These strategies may be used for ELs or for other students who have difficulties learning and adapting to academic language.

Lawrence, M. (2012). ELL strategies for paraprofessionals. Retrieved from <http://www.colorincolorado.org/article/49061/>

The author discusses the roles and responsibilities of paraprofessionals in EL classrooms, including their responsibilities to students during both instruction and testing, and offers tips on how they can collaborate effectively with classroom teachers.

Lopez, A., & Zepeda, M. (2012). *Dual language learner teacher competencies (DLLTC) report*. Los Angeles, CA: Alliance for a Better Community. Retrieved from <http://www.buildinitiative.org/Portals/0/Uploads/Documents/DualLanguageLearnerTeacherCompetenciesReport.pdf>

This report discusses a set of “Dual Language Learner Teacher Competencies (DLLTC).” These competencies are seen as integral to the preparation of prospective teachers who wish to successfully work with dual language learners.

NCEE (U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance). (2015). *Building teacher capacity to support English language learners in schools receiving School Improvement Grants* (NCEE Evaluation Brief). Washington, DC: Author. Retrieved from <http://ies.ed.gov/ncee/pubs/20154004/pdf/20154004.pdf>

This study examines 35 schools that received School Improvement Grants from the 2010-11 through the

2012-13 school years. It highlights the results of the analysis of 11 schools with a high proportion of ELs, and, specifically, how schools worked to improve their teachers' capacity to teach ELs through staffing changes and PD. Teachers in these schools reported that increased PD on ELs improved their ability to teach ELs.

National Comprehensive Center for Teacher Quality. (2012, July). *Summary of “Expert forum on the evaluation of teachers of English language learners”* (Forum Summary). Washington, DC: Author. Retrieved from [http://www.gtlcenter.org/sites/default/files/docs/ForumSummary\\_July2012.pdf](http://www.gtlcenter.org/sites/default/files/docs/ForumSummary_July2012.pdf)

This brief documents the results of a one-day forum convening EL experts from around the country. It summarizes the findings of that forum on such topics as current efforts related to teacher evaluation and ELs, challenges in evaluating teachers of ELs, and SEA- and LEA-level considerations when designing evaluation and support systems.

National Education Association. (2011). *Professional development for general education teachers of English language learners* (NEA Policy Brief). Washington, DC: Author. Retrieved from [http://www.nea.org/assets/docs/PB32\\_ELL11.pdf](http://www.nea.org/assets/docs/PB32_ELL11.pdf)

This policy brief “reviews the challenges and identifies essential, research-based components of a comprehensive professional development program for general education teachers of [ELs]. It focuses on principles, policies, and strategies to facilitate local professional development, and offers recommendations for national, state, and local policymakers.”

Rodriguez, D. (2005). A conceptual framework of bilingual special education teacher programs. In Cohen, J., McAlister, K. T., Rolstad, K., & MacSwan, J. (Eds.), *Proceedings of the 4th International Symposium on Bilingualism*. Somerville, MA: Cascadilla Press. Retrieved from <http://www.lingref.com/isb/4/152ISB4.PDF>

This research paper focuses on the need for bilingual special education teachers to undergo additional training during their teacher preparation programs. The author identified five main areas for success for bilingual special education teachers. These areas were then verified in a study of 100 educators as being

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important components to their teaching success.

The author also gives recommendations on what additional information should be included in teacher preparation programs to help create successful bilingual special education teachers.

Samson, J. F., & Collins, B. A. (2012). *Preparing all teachers to meet the needs of English language learners: Applying research to policy and practice for teacher effectiveness*. Washington, DC: Center for American Progress. Retrieved from <http://files.eric.ed.gov/fulltext/ED535608.pdf>

This report summarizes “key findings drawn from the literature on promising practices that all teachers can employ when working with ELs,” and “the degree to which that research is integrated into the preparation, certification, and evaluation of teachers as a means for improving educational outcomes for ELs.” In order to improve the effectiveness of teachers of ELs, the authors recommend consistent and specific guidelines to address oral language, academic language, and cultural needs.

Santos, M., Darling-Hammond, L., & Cheuk, T. (2012). *Teacher development appropriate to support ELLs*. Paper presentation at Understanding Language Conference, Stanford University, Stanford, CA. Retrieved from <http://ell.stanford.edu/publication/teacher-development-appropriate-support-ells>

This paper outlines strategies to prepare teachers to better meet the needs of ELs, including “more aggressive and creative capacity-building initiatives that strengthen and integrate the disciplinary teaching strategies with literacy and language development strategies.” The authors discuss the value and implications of new partnerships, structures for collaboration, and time dedicated to engaging experts from different fields in the design and delivery of teacher preparation and PD. The link includes a related video in which Maria Santos, conference co-chair and senior advisor for leadership at Understanding Language, discusses how new approaches to teacher development are needed to help ELs and their teachers meet new demands in content and language learning.

U.S. Department of Education, Office for Civil Rights, and U.S. Department of Justice. (2015, January). *Dear colleague letter: English learner students and limited*

*English proficient parents*. Retrieved from <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

This document provides guidance to assist SEAs, LEAs, and all public schools in meeting their legal obligations to ensure that ELs can participate meaningfully and equally in educational programs and services. This guidance provides an outline of the legal obligations of SEAs and LEAs to ELs under the civil rights laws. Additionally, the guidance discusses compliance issues that frequently arise in OCR and DOJ investigations under Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act, and offers approaches that SEAs and LEAs may use to meet their federal obligations to ELs. The guidance also includes discussion of how SEAs and LEAs can implement their Title III grants and subgrants in a manner consistent with these civil rights obligations. Finally, the guidance discusses the federal obligation to ensure that limited English proficient parents and guardians have meaningful access to SEA-, LEA- and school-related information.

Valdés, G., Kibler, A., & Walqui, A. (2014, March). *Changes in the expertise of ESL professionals: Knowledge and action in an era of new standards*. Alexandria, VA: TESOL International Association. Retrieved from <http://www.tesol.org/docs/default-source/papers-and-briefs/professional-paper-26-march-2014.pdf?sfvrsn=2>

This paper is “intended to inform K-12 ESL professionals, a group of key individuals in U.S. education that includes teachers, teacher-leaders, school principals, district administrators, and other K-12 educators who work primarily or exclusively with ELs,” of the “challenges and possibilities associated with the new standards for the ESL profession in the K–12 context.” It also examines the ways in which implementation of these standards raises important questions about the views on the teaching and learning of English as a second language.

To access these and other relevant resources, and for additional information about ELs, please visit <http://www.ncela.ed.gov/>