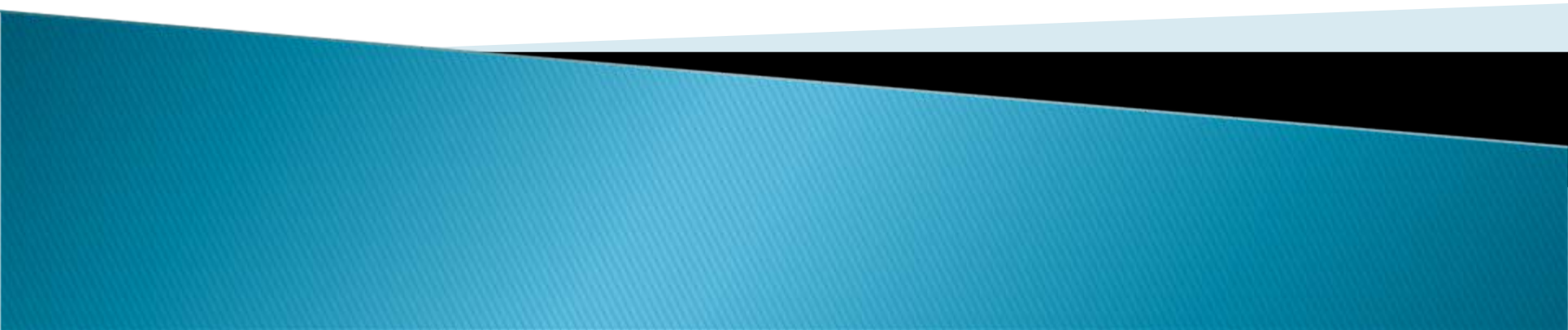


Professional Development for Content Area Teachers of English Language Learners

Keira Ballantyne
Jack Levy



Please tell us a little about yourself. Which category best describes your role?

- ▶ Faculty
 - ▶ Student
 - ▶ Researcher
 - ▶ SEA staff
 - ▶ District staff
 - ▶ Principal
 - ▶ ESL or bilingual ed. teacher
 - ▶ Other teacher
 - ▶ Other
- 

Professional Development for Content Area Teachers of English Language Learners

- ▶ Excerpts from Ballantyne, K.G., Sanderman, A.R., Levy, J. (2008). *Educating English language learners: Building teacher capacity*. Washington, DC: National Clearinghouse for English Language Acquisition. Available at http://www.ncela.gwu.edu/practice/mainstream_am_teachers.htm.

What do we know about ELLs?

- ▶ There are more than 5 million ELLs in US public schools.
- ▶ They represent around 10% of the school population and this proportion is rising.

(NCELA, 2007)



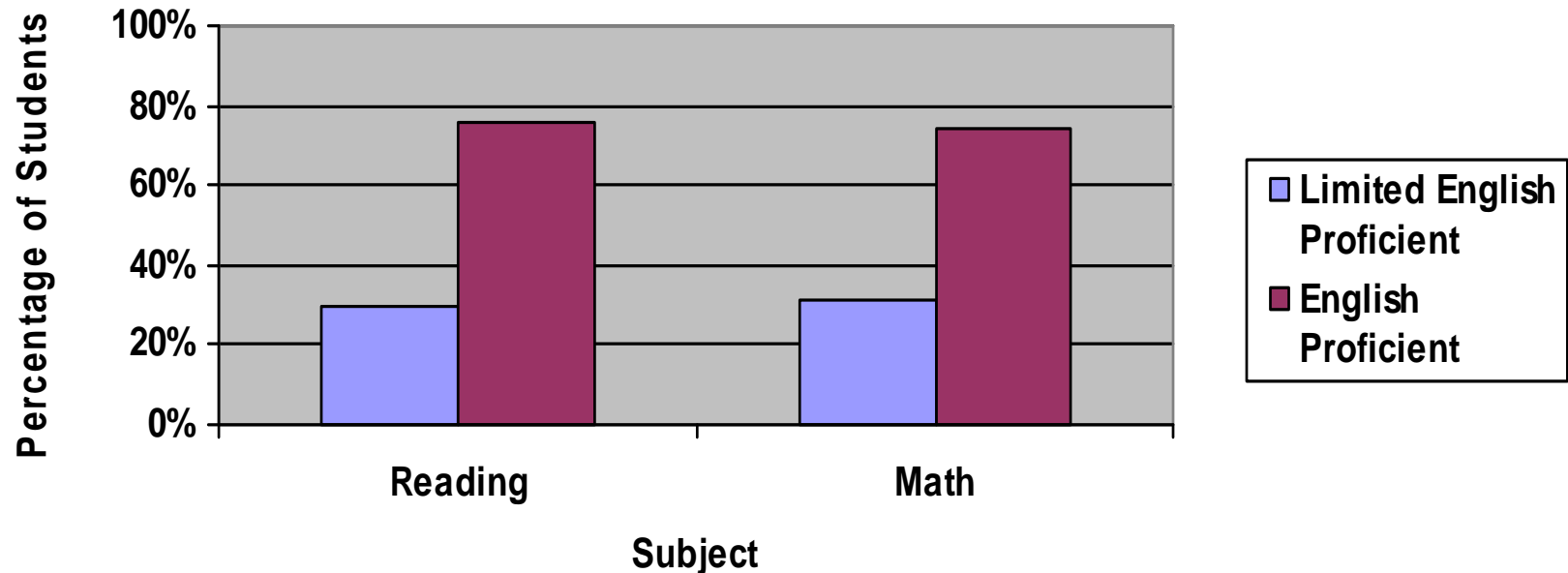
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Eighth-grade Students at or Above Basic in Reading and Mathematics, 2007




SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics (2007a) & (2007b).

What do we know about ELLs?

- ▶ They score less than half as well as proficient English speakers on 8th grade tests of reading and math.
 - ▶ They lag 20 percentage points behind proficient English speakers in HS completion rates.
- 

What do we know about their teachers?

Who is teaching ELLs?

- ▶ ESL teachers AND mainstream content area teachers.
 - ▶ We assume that the majority of teachers will encounter an ELL in the course of their career.
- 

What do we know about their teachers?

- ▶ 25–30% of teachers with at least one ELL have had training addressing the needs of ELLs.

29.5% according to the National Center for Education Statistics (1997); 26% in a separate NCES study (2001).

- ▶ More than half of all teachers believe they need more training in working effectively with ELLs.

(57% (Alexander, Heaviside & Farris, 1999); 53% (Reeves, 2006)).



What do we know about their teachers?

- ▶ Fewer than 1 / 6th of colleges offering teaching degrees required preparation in working with ELLs for mainstream content area teachers.

(Menken & Atunéz, 2001).

- ▶ 20 states have preservice requirements that refer to the specific needs of ELLs.
 - ★ California
 - ★ Florida
 - ★ New York
 - ★ ... by 2011, Pennsylvania

Designing Professional Development Programs

- ▶ University-based Teacher Education
- ▶ SEA, LEA Staff Development for Practicing Teachers

University-based Teacher Education

▶ Pre-Service


- Licensure or Certification.
- Content: Foundations of education, methods, and field or clinical experiences.
- Format: Variety of formats, stretching from field-based learning completed largely in professional development schools to more traditional programs that offer a majority of coursework at the university.
- Level, Degree: Offered at either the undergraduate or graduate levels, and can include a Bachelor's or Master's degree along with licensure.

University-based Teacher Education (con't)


▶ In-Service

- Level, Degree: Graduate level, often masters or doctorate
- Content: Coursework that emphasizes subject matter, advanced teaching strategies, or both. A high school history teacher, for example, can enroll in a Master's program in history, secondary education, or any of a variety of sub-disciplines. In-service programs for elementary teachers can be subject-oriented graduate programs, or may focus on particular topics, such as advanced instructional strategies, or subpopulations of students, such as gifted and talented students, or ELLs.


Standards – University Programs

- ▶ National Council for the Accreditation of Teacher Education (NCATE)
 - ▶ Teachers of English to Speakers of Other Languages (TESOL)
- 

NCATE Standards Applied to ELLs

- ▶ 1. Teachers should acquire **pedagogical content knowledge** which addresses ELLs
 - ▶ 2. Assessment and evaluation data should **measure** teachers' preparedness to work with ELLs
 - ▶ 3. Field experiences should provide **practice** and opportunities to see successful teachers **model** effective techniques in working with ELLs
 - ▶ 4. Candidates should understand the range in **diversity among ELLs**
 - ▶ 5. & 6. Unit should provide **qualified faculty** and **sufficient resources** to support teachers' learning about ELLs
- 

TESOL's PreK-12 English Language Proficiency Standards


- ▶ 1: English language learners **communicate** for **social, intercultural, and instructional** purposes within the school setting.
 - ▶ 2: English language learners **communicate** information, ideas, and concepts necessary for academic success in the area of **language arts**.
 - ▶ 3: English language learners **communicate** information, ideas, and concepts necessary for academic success in the area of **mathematics**.
 - ▶ 4: English language learners **communicate** information, ideas, and concepts necessary for academic success in the area of **science**.
 - ▶ 5: English language learners **communicate** information, ideas, and concepts necessary for academic success in the area of **social studies**.
- 

Staff Development for Practicing Teachers

- ▶ **National Staff Development Council Standards**
 - Long-term and continuous
 - Commitment to intellectually rigorous learning that enhances “the knowledge, skills, attitudes, and beliefs necessary to create high levels of learning for all students” (NSDC, 2001, p. 2).
 - Strong focus on the critical analysis and interpretation of research and data by educators themselves, rather than a reliance on outside authorities.
 - Central to the delivery of standards-based staff development is practitioners’ participation in collaborative action research.


NSDC Context Standards

Applied to ELL Education

- Professional learning communities for content area teachers should include ELL experts
 - Educational leaders must model responsibility for ELL learning
 - Schools and districts must assign adequate resources so teachers can learn how to interpret data and access research of relevance to ELLs
- 


NSDC Process Standards

Applied to ELL Education

- ▶ Staff development should be driven by accurate and relevant data about ELLs
 - ▶ Evaluation of staff development should include data on ELL outcomes
 - ▶ The research base of staff development should address language skills for the content areas
 - ▶ Programs must be designed specifically for each content area
 - ▶ Teachers' knowledge base should include the learning styles of ELLs
 - ▶ Teachers should learn how to collaborate across cultural boundaries
- 

NSDC Content Standards


Applied to ELL Education

- ▶ Teachers should understand the **cultural backgrounds** of their students
 - ▶ Teachers should acquire **pedagogical content knowledge**, including knowledge of accommodations and assessments, which addresses ELLs
 - ▶ Teachers should know how to involve their students' **families and communities** in education
- 

Questions?

Please submit your questions in writing. If your question is appropriate for the large audience today, it will be read aloud and answered. If not, it will be answered in a private message back to you.


Guide for Mainstream Teachers of English Language Learners

- ▶ Language acquisition and communicative competence
 - ▶ Curriculum and Instruction
 - ▶ Assessment and accommodations
 - ▶ Culture and education
 - ▶ School and home communities
- 

What teachers need to know about language ...



What **content area** teachers need to know about language ...


- ▶ Second language acquisition is a *process*.
 - ▶ Using the first language can support learning language and content.
 - ▶ Don't correct every mistake. Sometimes communication is more important than perfection.
 - ▶ Conversational English is not the same as academic English.
- 

Curriculum & Instruction

The challenge: Providing language instruction alongside content instruction


Strategies:

- ▶ Pull apart the standards:
 - what are the language demands?
 - which ones are difficult & which ones are easy?
 - (rule of thumb: *cognates* are easy!)
- ▶ Access to the subject matter.
- ▶ Differentiate instruction. Not all ELLs are the same.

- ▶ **Assessment & Accommodations**
 - Remember, you want to test **content**, not language
 - Know your options
 - ▶ **Culture & education**
 - Where did your students come from? What was their school like? What do they expect in the classroom?
 - ▶ **School & Home communities**
 - Know your options
 - What resources does your school offer for parents? What about the larger community?
- 

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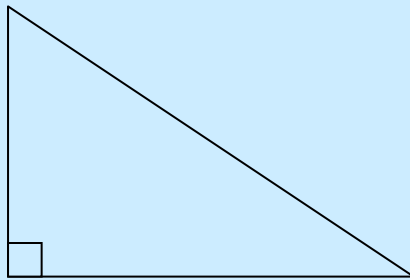


What **math** teachers need to know about ELLs ...

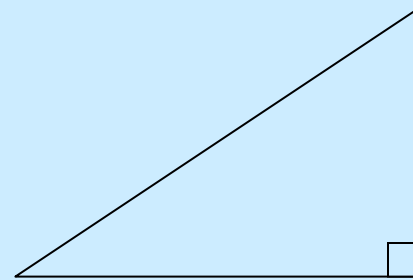
- ▶ Words can have one meaning in everyday language and a different meaning in math.

What **math** teachers need to know about ELLs ...

- ▶ Words can have one meaning in everyday language and a different meaning in math.




Right angled
triangle



Left angled
triangle?

What **math** teachers need to know ELLs ...

- ▶ Words can have one meaning in everyday language and a different meaning in math.
 - ▶ Sentence structures can be confusing to ELLs
- 

What **math** teachers need to know about ELLs ...

- ▶ Words can have one meaning in everyday language and a different meaning in math.
- ▶ Sentence structures can be confusing to ELLs

	The number a	is	five	minus	b
Right!	a	=	5	-	b


What **math** teachers need to know about ELLs ...

- ▶ Words can have one meaning in everyday language and a different meaning in math.
- ▶ Sentence structures can be confusing to ELLs.


	The number a	is	five	minus	b
Right!	a	=	5	-	b

	The number a	is	five	less than	b
✗ Wrong!	a	=	5	-	b
Right!	a	=	b	-	5

What **math** teachers need to know about ELLs ...

- ▶ Words can have one meaning in everyday language and a different meaning in math.
 - ▶ Sentence structures can be confusing to ELLs.
 - ▶ Context is important. Does the math connect with the everyday lives of your students?
- 

What **science** teachers need to know about ELLs ...

- ▶ Teaching vocabulary
 - Use routines
 - Use cognates
 - ▶ Talking science
 - ▶ Writing science
- 

LABORATORY REPORT

Title

Relationship between _____ and _____

Background

This experiment investigates _____.

This experiment tests the hypothesis that _____.

Based on _____ I predict that _____.

Equipment

(Ensure students have the vocabulary to list the equipment.)

Procedure

(Provide examples of verbs that students will need to list the procedure. For instance, you might include a list of verbs such as add, pour, fill, heat, distill, decant.)


Observations

At the beginning of the experiment, the _____ was _____. After _____, the _____ became _____.

Conclusion

Adding _____ to _____ causes _____.

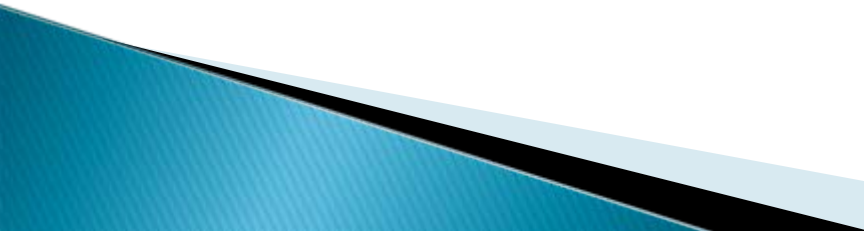
What **science** teachers need to know about ELLs ...

- ▶ Teaching vocabulary
 - Use routines
 - Use cognates
 - ▶ Talking science
 - ▶ Writing science
 - ▶ Cultural norms & nurturing scientific thinking
 - who can ask questions? when?
- 

What **English language arts** teachers need to know about ELLs ...

- ▶ Vocabulary
- ▶ Speaking in the ELA classroom
 - literature circles
 - scripts & theater
- ▶ Accessible literature with characters that ELLs can relate to (ask your librarian!)
- ▶ Writing in the ELA classroom
 - practice writing, e.g. journals, blogs

What **social studies** teachers need to know about ELLs ...

- ▶ Vocabulary
 - pre-teach vocabulary before reading
 - cognates
 - ▶ Creating context through graphic organizers
 - e.g. timelines for history
 - ▶ Culturally appropriate content that allows ELLs to draw on their background knowledge
- 

Find all this and more ...



Educating English language learners: Building teacher capacity

http://www.ncela.gwu.edu/practice/mainstream_teachers.htm