



What Every Building Principal Should Know and be Able to Do to Have an Efficient Program for English Learners

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What every school Principal needs to know about English Learners

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Socio-Political, Economic and Cultural Considerations

- The Bilingual American Tradition
- Invisible and Voiceless Language Minority Groups
- English Only Movement (31 States)
- English Plus (Rhode Island, New Mexico, Texas, and Oregon)

Language Attitudes

Dr. Richard Ruiz

- Language as a Problem
- Language as a Right
- Language as a Resource

Legal Context

- Lau v. Nichols, 1974
- Castañeda v. Pickard, 1981

Oregon Statistics

Monitored English Learner student counts	Total number of Former English Learners in Oregon	58,552
	Number of Monitor year 1 English Learners (exited in 10-11)	10,401
	Number of Monitor year 2 English Learners (exited in 09-10)	9,978
English Learners with IEPs	Number of English Learners having an IEP	9,840
	Number of Elementary English Learners having an IEP	5,888
	Number of Middle School English Learners having an IEP	2,337
	Number of High School English Learners having an IEP	1,615
Top five languages spoken by English Learners	Number of English Learners by language of origin:	
	Number of Spanish speaking English Learners	45,157
	Number of Russian speaking English Learners	2,222
	Number of Vietnamese speaking English Learners	1,834
	Number of Chinese speaking English Learners	953
	Number of Somali speaking English Learners	760

Statistics

Top ten districts with largest English Learner population by student count.	Districts	English Learners
	Salem-Keizer	8,204
	Beaverton	6,008
	Portland	4,606
	Hillsboro	3,126
	Reynolds	3,007
	David Douglas	2,512
	Woodburn	2,443
	North Clackamas	2,313
	Tigard-Tualatin	1,554
	Gresham-Barlow	1,309

Top ten districts with largest percentage of English Learners to total district enrollment	Woodburn	44.6%
	Nyssa	35.9%
	Jefferson County	35.1%
	Gervais	33.8%
	Umatilla	33.8%
	Reynolds	26.3%
	Milton-Freewater	25.1%
	David Douglas	23.3%
	Annex	21.7%
	Hood River	21.4%

Research Studies

- Meta-Analysis, Ann C Willig, 1983
- “The Effectiveness of English Immersion, Early Exit and Late Exit” J. David Ramirez, 1992
- The Big Picture: A Meta-Analysis of Program Effectiveness Research on English Language Learners. KELLIE ROLSTAD, KATE MAHONEY, and GENE V. GLASS, 2005
- A Longitudinal Model for Interpreting Thirty Years of Bilingual Education Research. Jesús José Salazar

EL Programs

- The process of setting expectations for growth necessarily assumes exposure to an **effective instructional program**. Obviously without a quality program, expectation levels are meaningless, regardless of how they are created. On the other hand, properly set expectations, coupled with effective, programs can go along way toward creating a positive educational environment as well as documenting and/or validating programs.

Program Categories

- Category I: Full primary language foundation
- Category II: Primary Language Support
- Category III: Primary Language Content Reinforcement-no literacy
- Category IV: all-English – ELD – Sheltered - ESL

Guiding Principles for Dual Language Education



Elizabeth R. Howard, Julie Sugarman, Donna Christian
Center for Applied Linguistics

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Effective Features of Curriculum

The curriculum

- *Is aligned with standards and assessment*
- *Is meaningful and academically challenging and integrates higher order thinking*
- *Is thematically integrated*
- *Is enriching, not remedial*
- *Is aligned with the vision and goals of bilingualism, biliteracy, and multiculturalism, and includes language and literature across the curriculum*
- *Reflects and values students' cultures*
- *Is horizontally and vertically aligned*
- *Incorporates a variety of materials*
- *Integrates technology*

The program creates and maintains an infrastructure that supports an accountability process.

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
A	The program has developed a data management system for tracking student data over time.				A
	No data management system exists for tracking student data over time.	A data management system exists for tracking student data over time, but it is only partially developed or is not well used.	A comprehensive data management system has been developed and is used for tracking student demographic and performance data as long as students are in the program.	A comprehensive data management system has been developed and is used for tracking student demographic data and data on multiple measures of performance for the students' entire K-12 school attendance in the district.	
B	Assessment and accountability action plans are developed and integrated into program and curriculum planning and professional development.				B
	There is no plan for reaching accountability and assessment goals.	A plan for reaching accountability and assessment goals exists but is not integrated into program and curriculum planning and professional development.	An articulated plan for reaching accountability and assessment goals exists and is integrated into program and curriculum planning and professional development.	The program has developed an ongoing, integrated, and articulated plan for assessment and accountability that informs all aspects of the program and is routinely reviewed and revised as necessary.	
C	Personnel are assigned to assessment and accountability activities.				C
	No personnel are given specific assessment and accountability responsibility.	Personnel volunteer or are assigned on an ad hoc basis to carry out assessment and accountability activities, or devoted personnel are available only while the program is funded with grant money.	School- or district-provided personnel have specific responsibility for assessment and accountability activities, and sufficient personnel are assigned to assessment and accountability activities.	The district supports the program's assessment and accountability plan and activities with appropriate budget and personnel.	

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
D	Staff are provided ongoing professional development opportunities in assessment and accountability.				D
	No professional development in assessment and accountability is available to teachers and other staff.	Professional development experiences are available on isolated topics (e.g., a workshop on how to interpret test scores).	Ongoing professional development experiences are available on assessment topics that will help teachers and administrators understand and interpret their data.	Professional development experiences related to assessment are ongoing and aligned with program goals. Time is also built into planning meetings to discuss assessment and accountability issues and outcomes.	
E	The program has an adequate budget for assessment and accountability.				E
	No budget exists for assessment and accountability activities beyond the state/local requirements.	Non-mandated assessment and accountability activities are paid for through other areas of the dual language program's budget.	A budget line exists in the dual language program for assessment and accountability activities but may not fully fund all activities.	The district provides a budget line to fund the dual language program's assessment and accountability activities.	

STRAND 2**Curriculum****Principle 1**

The curriculum is standards-based and promotes the development of bilingual, biliterate, and multicultural competencies for all students.

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
A	The curriculum meets or exceeds district and state content standards regardless of the language of instruction.				A
	District and state content standards are not taken into consideration during curriculum development for one or both languages of instruction.	District and state content standards are used inconsistently in curriculum development for one or both languages of instruction.	District and state content standards are used in a systematic manner to guide curriculum development for both languages of instruction.	District and state content standards are used in a systematic manner to guide curriculum development for both languages of instruction. The standards are refined and extended to reflect the needs of the school's population.	
B	The curriculum includes standards for first and second language development for all students.				B
	There is no scope and sequence for language and literacy development for each of the program languages for either native speakers or second language learners.	There is a scope and sequence for language and literacy development for only one program language or one language group.	There is a scope and sequence for language and literacy development in both languages that is differentiated for native speakers and second language learners, with high expectations for both groups.	There is a scope and sequence for language and literacy development in both languages that is differentiated for native speakers and second language learners with high expectations for both groups. This scope and sequence is revisited on a regular basis and revised as needed.	

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
C	The curriculum promotes equal status of both languages.				C
	There is no indication of sufficient opportunities to develop social and academic registers in both languages.	Some attempts are made to equalize the cognitive load in both languages, but academic subjects such as math, science, and language arts are taught in one language, while specials (art, music, etc.) are taught in the other.	There is a fairly even divide between academic subjects and specials taught in each language. Language arts instruction is provided in both languages over the course of the program. Issues of linguistic diversity and language status are addressed sporadically.	There is an even divide between academic subjects and specials taught in each language. Language arts instruction is provided in both languages and students are provided opportunities to develop academic and social language and cognitive skills in both languages. Students are made aware of linguistic diversity and language status issues as is developmentally appropriate.	
D	The curriculum is sensitive to the cultural and linguistic backgrounds of all students.				D
	There is little indication that the curriculum is culturally relevant or supports students' prior knowledge and home language.	The curriculum incorporates some culturally relevant materials and some consideration is given to students' prior knowledge and home language.	The curriculum incorporates lessons and materials that are culturally relevant to the students' home backgrounds. Teachers know about some of their students' backgrounds and try to use such knowledge in lessons.	The curriculum is systematically developed to be culturally relevant to the students' home backgrounds and communities, and teachers are well informed of the backgrounds of all of their students and know how to ground their lessons in such knowledge.	

STRAND 2*Curriculum***Principle 2**

The program has a process for developing and revising a high quality curriculum.

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
A	There is a curriculum development and implementation plan that is connected to state and local standards.				A
	There is no plan for curriculum development and implementation.	There is a plan, but it was developed by a single person and most staff members are either not familiar with it or not in agreement with it.	There is a plan that was developed by a representative committee, and staff members are in agreement with it and follow it.	There is a plan that was developed by a representative committee with buy-in from all stakeholders. The plan includes an articulated process for review and revision of the plan in a systematic manner.	
B	The curriculum is based on general education research and research on language learners.				B
	There was no consideration of the research base during curriculum development.	Certain components of the curriculum (e.g., reading program or math) are based on research but may not be adapted for language learners.	The curriculum is structured around principles derived from research and incorporates published curricula and materials that are selected based on evaluation of the research base.	Published curricula and materials as well as the overall structure of the curriculum are explicitly research-based, and the program or curriculum coordinator stays abreast of current research.	

Strand 2, Principle 2, continued

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
C	The curriculum is adaptable.				C
	No processes are established to adapt new curricular mandates or change the curriculum according to students' needs.	Processes are in place to adapt curriculum materials for some content areas or for some grades.	The program or curriculum coordinator works with teachers to monitor new curriculum mandates and changing student needs. The team reviews new materials and adapts them for dual language classrooms as necessary.	The program or curriculum coordinator works with teachers to monitor new curriculum mandates and changing student needs. The team reviews new materials and adapts them for dual language classrooms as necessary and ensures articulation of the new curriculum within and across grade levels.	

STRAND 2*Curriculum***Principle 3***The curriculum is fully articulated for all students.*

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
A	The curriculum builds on linguistic skills learned in each language to promote bilingualism.				A
	No connections are made between the two languages.	Some connections between the two languages are made, although unsystematically.	Teachers plan together to coordinate linguistic skills learned in each language. Areas of potential transfer are explored.	Teachers plan together and systematically coordinate the development of linguistic skills in both languages for all students.	
B	Instruction in one language builds on concepts learned in the other language.				B
	There is no connection between subjects or topics taught in each language, or there is direct translation of subjects or topics from one language to the other.	There is limited connection between subjects or topics taught in each language (e.g., continuing a discussion of a subject or topic in the second language, or using complementary resources in both languages).	There are systematic connections between subjects or topics taught in each language through the use of thematic instruction that links topics across content areas and languages.	There are systematic and ongoing connections between subjects or topics taught in each language, as well as continual communication among teachers through a variety of strategies such as team teaching, shared curriculum, and flexible grouping. Subsequent lessons in both languages build on and refine prior lessons taught in both languages.	

	MINIMAL	PARTIAL	FULL	EXEMPLARY	
C	The curriculum is coordinated within and across grade levels.				C
	There is no coordination across grade levels.	Individual teachers coordinate with other teachers in grade levels directly above or below them.	There is a structured process of curriculum coordination within and across all grade levels, and this informs the curriculum development plan. Planning time is allocated for this purpose.	There is a curriculum coordinator or instructional coach for the program who oversees the coordination of the curriculum within and across grade levels. Planning time is allocated for the teachers and coordinator to articulate curriculum development within and across grade levels.	
D	The curriculum is coordinated with support services such as English as a second language, Spanish as a second language, special education, and Title I.				D
	There is no coordination with support services.	Individual teachers coordinate with support services.	There is a structured process of coordination of curriculum with support services, and this informs the curriculum development plan. Planning time is allocated for this purpose.	There is a curriculum coordinator for the program who oversees the coordination of the curriculum with support services. Processes are in place for program teachers to collaborate and articulate efforts with support service staff.	

Percentage of ELLs who have Spanish as their Home Language

Districts with at least 500 ELLs, 2012-2013

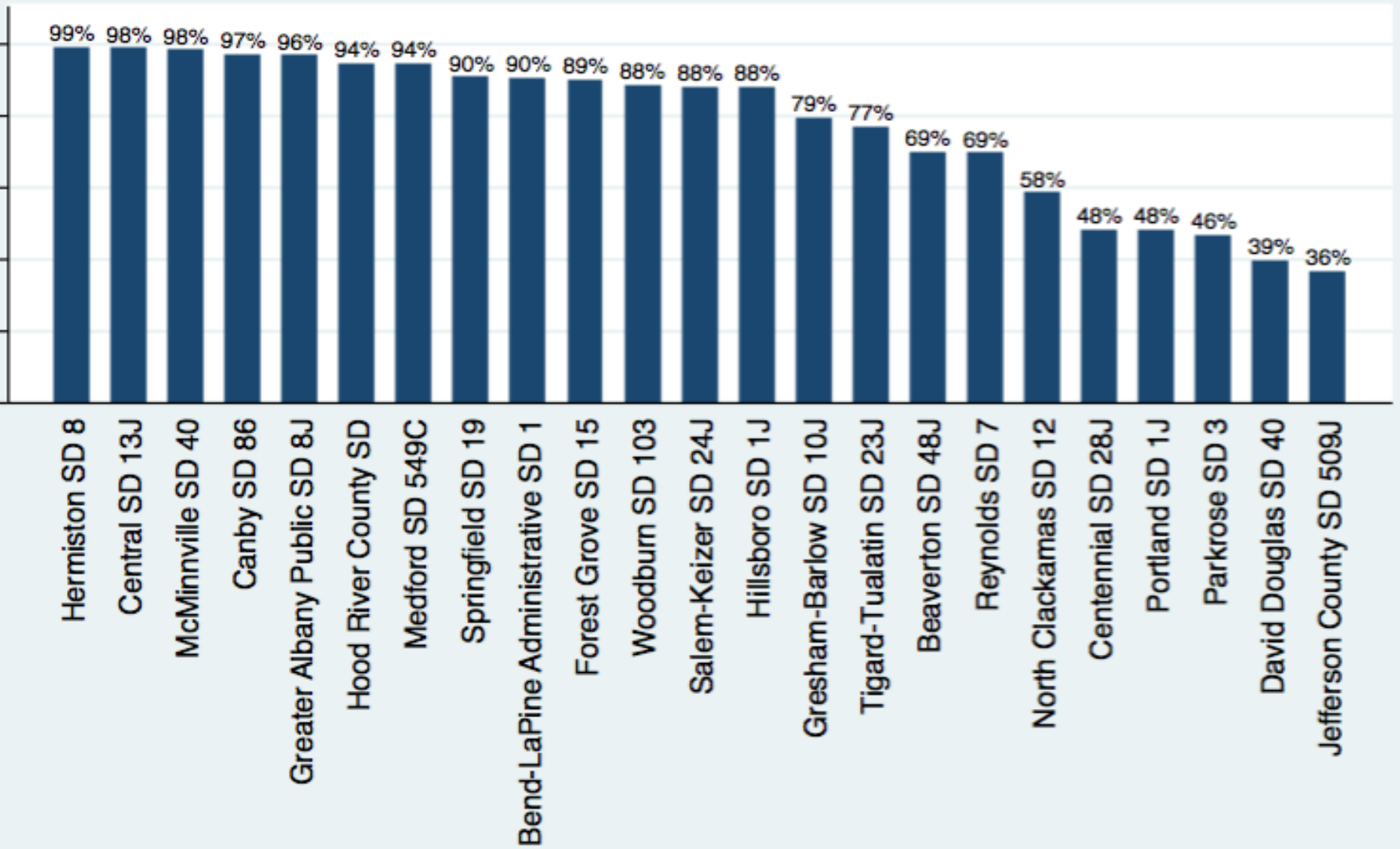


Figure 1

Achievement by Proficiency Level

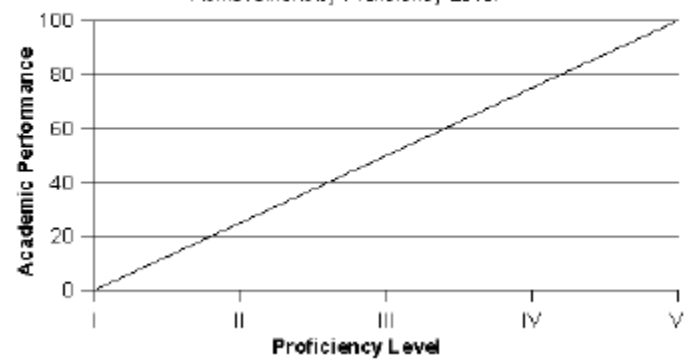


Figure 2

Achievement by Proficiency Level

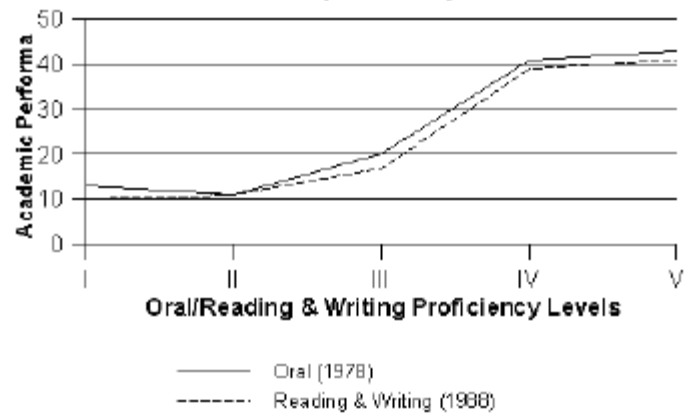


Figure 3

Pre/Post Proficiency Scores

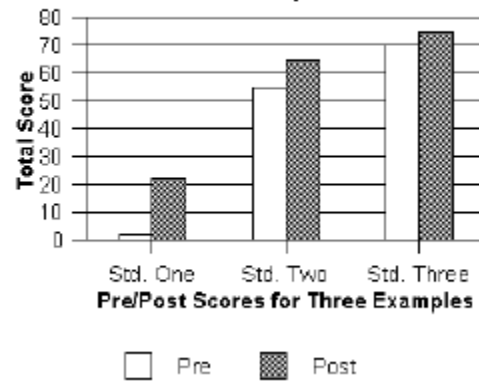
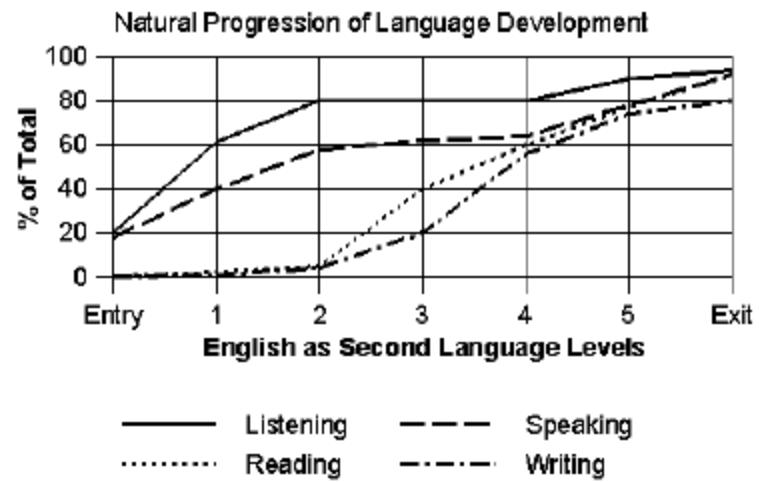


Table 1. Average Expected Gain as A Function of Initial or Entering Level

Level/Lang. Proficiency	Oral	Literacy
Level 1	20	30
Level 2	10	15
Level 3	5	
Level 4		
Level 5		

Figure 4



Research Studies

- Meta-Analysis, Ann C Willig, 1983
- “The Effectiveness of English Immersion, Early Exit and Late Exit” J. David Ramirez, 1992
- The Big Picture: A Meta-Analysis of Program Effectiveness Research on English Language Learners. KELLIE ROLSTAD, KATE MAHONEY, and GENE V. GLASS, 2005
- A Longitudinal Model for Interpreting Thirty Years of Bilingual Education Research. Jesús José Salazar

Figure 5

Expected Years in Program

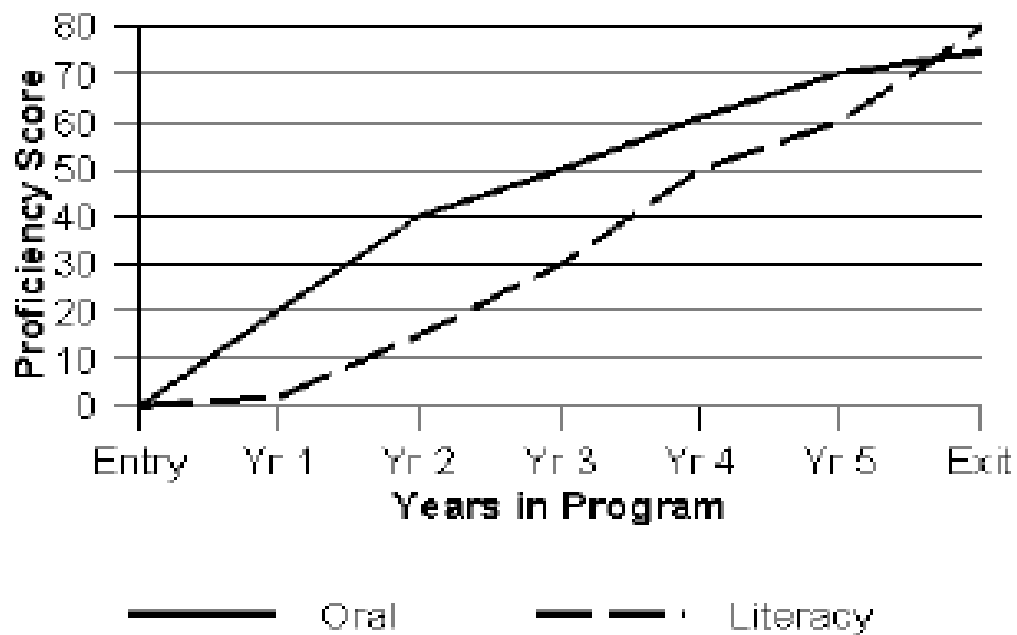


Figure 6

PATTERNS OF K-12 ENGLISH LEARNERS' LONG-TERM ACHIEVEMENT IN NCEs ON STANDARDIZED TESTS IN ENGLISH READING COMPARED ACROSS SIX PROGRAM MODELS

(Results aggregated from a series of 4-8 year longitudinal studies from well-implemented, mature programs in five school districts)

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Program 1: Two-way developmental bilingual education (BE)

Program 2: One-way developmental BE, including ESL taught through academic content

Program 3: Transitional BE, including ESL taught through academic content

Program 4: Transitional BE, including ESL, both taught traditionally

Program 5: ESL taught through academic content using current approaches

Program 6: ESL pullout--taught traditionally

