

Effective ESOL Instruction

What Should be Happening in a
Classroom With LEP Students

2005 Just Read, Florida! K-12 Leadership Conference

Lisa C. Saavedra, Chief

Bureau of Student Assistance

How are LEP Students Really Doing?

GREAT NEWS!!

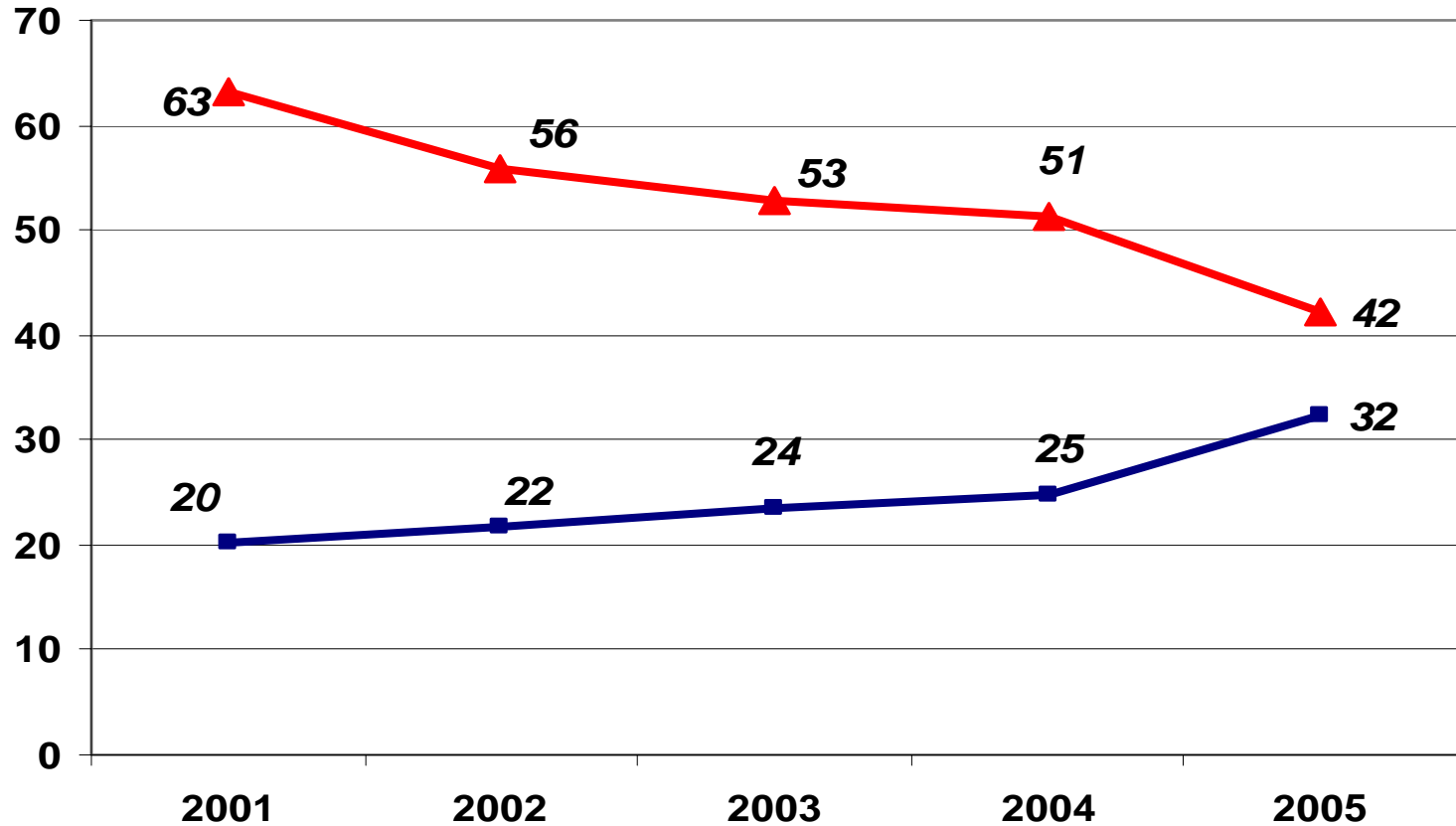
Highest learning gains in reading in lowest 25 percent – were LEP students with 68% increase in learning gains

LEP student achievement in Reading continues to **INCREASE**

The percent of LEP students that are proficient readers in grades 3-10 continued to increase to 23% in 2005; up from 14% last year and 10% in 2001.

The number of LEP students that are struggling readers (students scoring at level 1) across all grades (3-10) continues to drop - from 77% in 2001 to 58% in 2005 (70% in 2004).

FCAT Math Scores All Grades (LEP only) by Achievement Level Groups



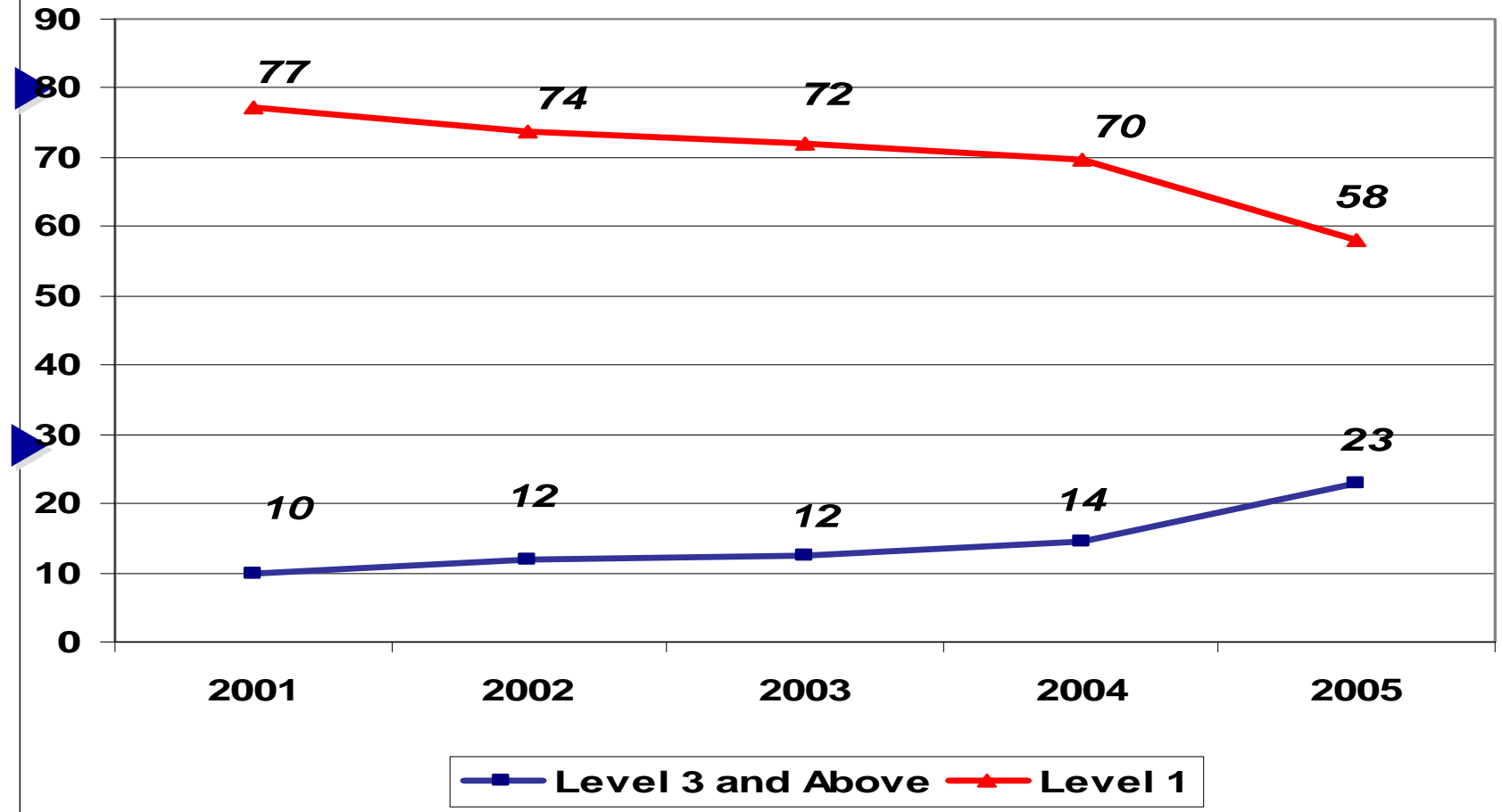
■ Level 3 and Above ▲ Level 1

Math performance is also on the **RISE**

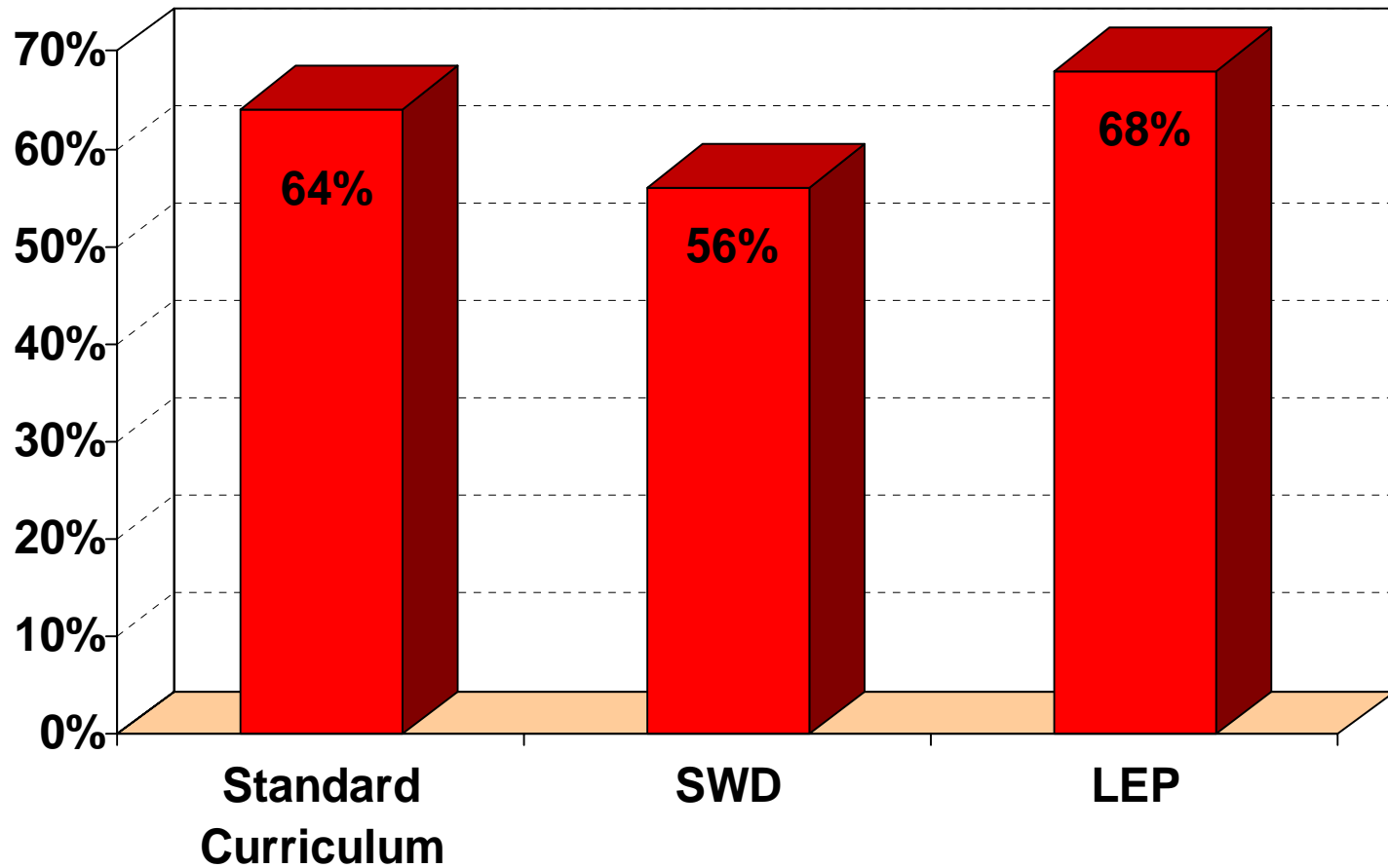
The percent of limited English proficient students in grades 3-10 proficient in grade-level mathematics increased to 32% in 2005, up from 25% last year and 20% in 2001.

The number of limited English proficient students in grades 3-10 with low scores in mathematics has steadily declined from 63% in 2001 to 42% in 2005 (51% in 2004).

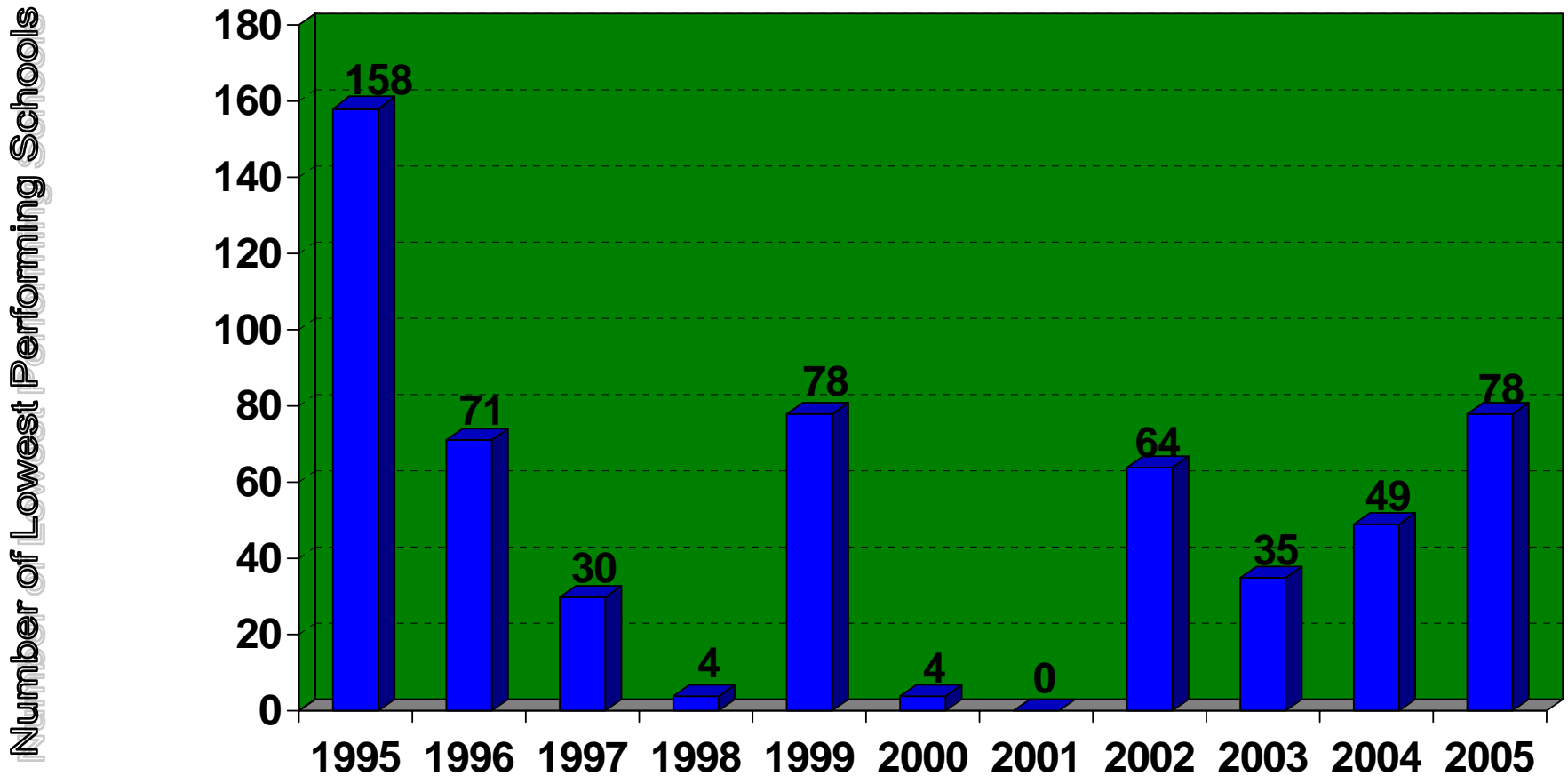
FCAT Reading Scores All Grades (LEP only) by Achievement Level Groups



Reading Students in the Lowest 25% Making Gains



Raising Standards and Higher Accountability Lead to Improved Student Performance

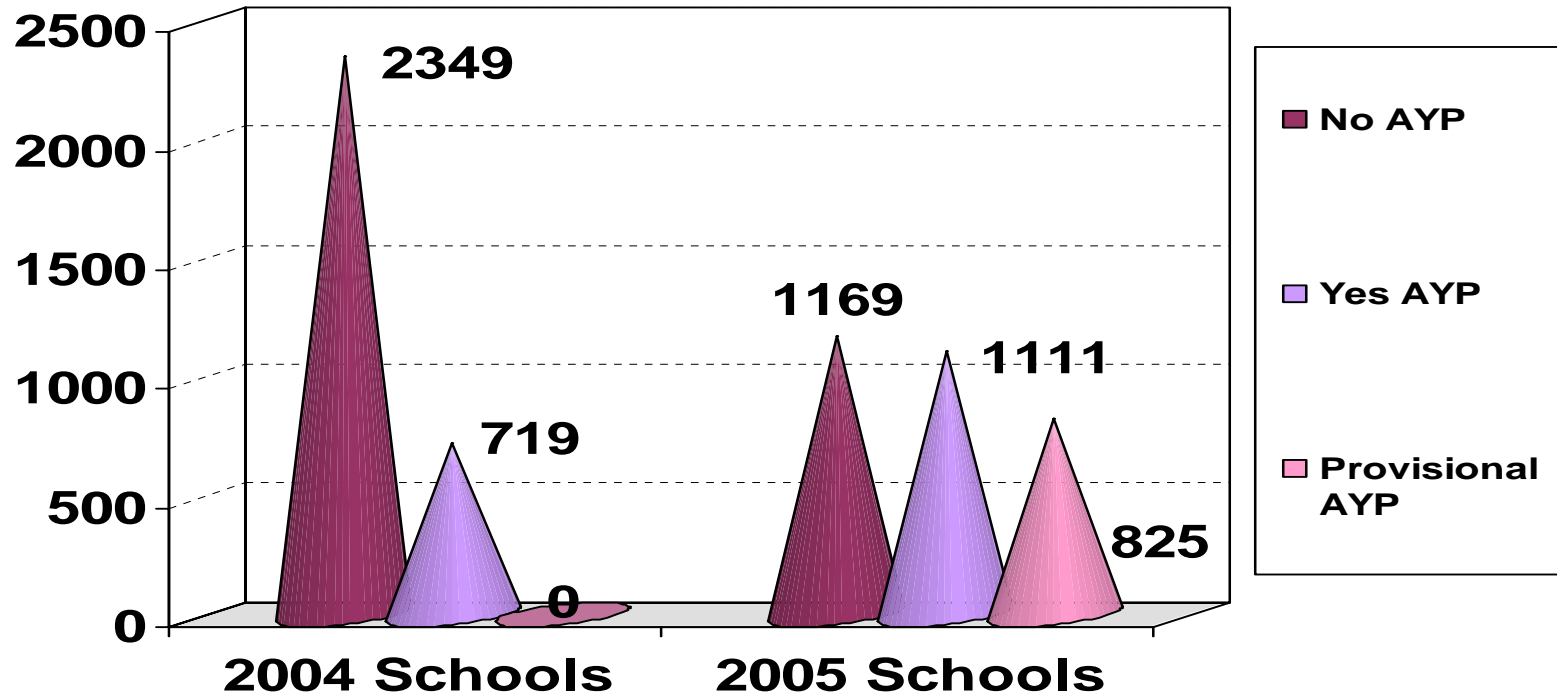


2005 School Grades Compared to AYP

A+ Plan	Schools	NCLB AYP Criteria Satisfied	Schools
A	1253	90% or more	1174
B	589	80% or more	536
C	619	70% or more	524
D	231	60% or more	200
F	78	50% or more	69

In 2005, 1,253 schools earned an A, of these A schools, 1,174 satisfied at least 90 percent of the adequate yearly progress criteria. In 2005, there were 589 B schools, of these B schools, 536 satisfied at least 80 percent of the adequate yearly progress criteria. In 2005, there were 619 C schools, of these C schools, 524 satisfied at least 70 percent of the adequate yearly progress criteria. In 2005, there were 231 D schools, of these D schools, 200 satisfied at least 60 percent of the adequate yearly progress criteria. In 2005, there were 78 F schools, of these F schools, 69 satisfied at least 50 percent of the adequate yearly progress criteria.

No Child Left Behind Adequate Yearly Progress



No Child Left Behind Adequate Yearly Progress

2004

77% (or 2,349) of schools did not make AYP and 23% (or 719) of schools made AYP

2005

37% (or 1,169) of schools did not make AYP, 36% (or 1,111) of schools made AYP, and 27% (or 825) made provisional AYP

Rights of LEP Students

Equal access to all academic and social programs.

Comprehensible instruction, equal in amount, scope, sequence, and quality to that provided to native speakers of English and aligned with the Sunshine State Standards benchmarks and grade level expectations, course descriptions, and district curriculum frameworks.

Highly qualified teachers who are implementing and documenting the required ESOL strategies and using appropriate instructional materials.

LEP STUDENTS are entitled to appropriate services to help them become English proficient.

Effective ESOL Instruction

What Does the
Research Say?

Effective Schools

Create a Shared Vision

Build Leadership

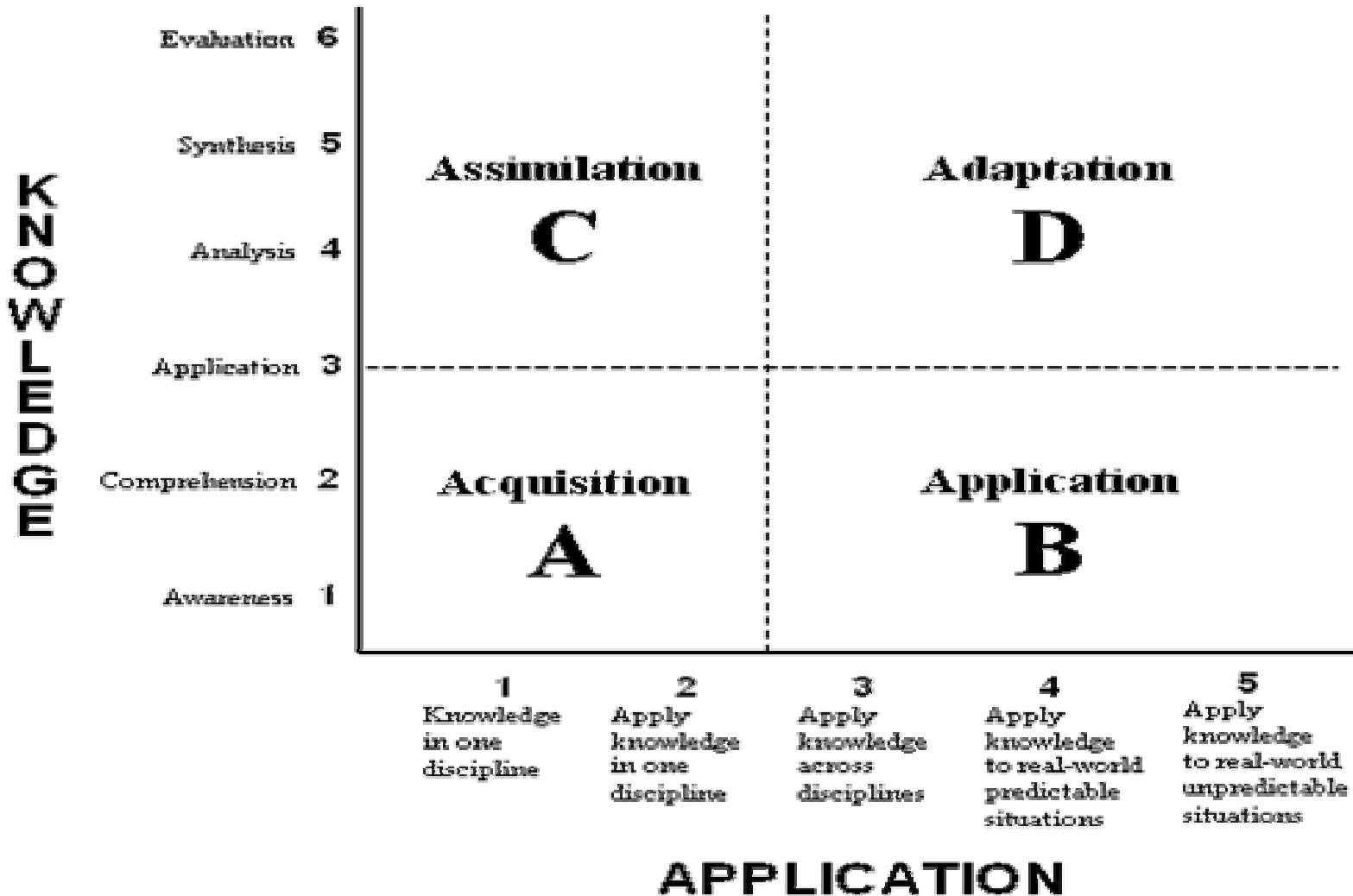
Obtain and Use Data for Decision-Making

Provide Support to Staff

(Dr. Willard Daggett, International Center for Leadership in Education)

Effective Schools

Rigor/Relevance Framework



What Do Effective ELL Classrooms Look Like?

Interactive, student-centered learning context.

Functional communication between teachers and students and social interaction among students.

Integrated and thematic curriculum.

Collaborative learning.

Perceptions – Every student CAN achieve!

(E. Garcia, UC-Santa Cruz, 1991-2003)

Effective ESOL Instructional Approaches

Total Physical Response

Natural Approach

Cognitive Academic Language Learning Approach

Whole Language Approach

Activating Background Knowledge

Language Experience Approach

ESOL Strategies

Visuals

Flowcharts

Venn Diagrams

Concept Mapping

Language Ladders

Asking higher and lower order questions

Cooperative learning

Jigsawing

Think, Pair, Share

Field Experiences

KWL

Dialogue Journals

Instructional ESOL Delivery Models in Florida (2004-05)

Elementary

1326 schools delivered Language Arts (English/ESOL) instruction through an inclusion model and 252 in a self-contained/sheltered

1348 schools delivered basic/core subject area instruction through an inclusion and 200 in a self-contained/sheltered

36 schools delivered basic/core subject area instruction using the native/home language

Instructional ESOL Delivery Models in Florida (2004-05)

Secondary

819 schools delivered Language Arts (English/ESOL) instruction through an inclusion model and 375 in a self-contained/sheltered

908 schools delivered basic/core subject area instruction through an inclusion and 171 in a self-contained/sheltered

14 schools delivered basic/core subject area instruction using the native/home language

Principals Should Look For...

The continuous provision of comprehensible instruction

Print-rich environment

Dictionaries available and in use in every classroom

A classroom environment that encourages communication

Opportunities for students to express understanding in multiple modes of communication

Relevant and rigorous lessons

Relevant and rigorous supplementary materials

Teachers' respect and understanding of students' backgrounds

Assessment of language skills

The Key....

Instructional Leaders

Principal Leadership Standards

Improve the quality of instructional leadership (Strategic Imperative 4).

Adopted in rule by the State Board in May 2005, 6B.50012, F.A.C.

Three Realms:

- Instructional Leadership
- Operational Leadership
- School Leadership

Principal Leadership Standards

School Leadership

Diversity – "High performing leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school, and the local community."

Research states

Research on principles who have been successful in schools with diverse populations, including schools with linguistically diverse students indicates that the principles:

Participated in professional development opportunities focusing on knowledge base and technical skills from those who had been successful in resolving educational equity issues and improving student outcomes for underserved children & their communities (*Fenwick and Pierce, 2002*)

Participated in professional development programs which encouraged them to gain at least conversational level of fluency in 2nd or 3rd most prominent language spoke by the students in the schools they served

ESOL School Administrator Training Standards

- A). Establish a system that is welcoming and accessible to all LEP students and their families, as well as in compliance with federal and state regulations.*
- B). Establish a system in which the school site appropriately identifies the needs of LEP students; ensures their proper placement; and accurately assesses the progress of English language acquisition and academic achievement of every LEP student within the school.*

Selected ESOL Competencies for School Administrators (cont'd)

C). Establish and monitor school site and staff procedures to ensure that LEP students enjoy equal access to available programs and comprehensible instruction.

D). Properly evaluate student progress, and be able to identify and implement system improvements.

Teacher Observation Tool

Description of Effective Practice (Observable Characteristic)	Yes/No
1.Alignment of instruction to Sunshine State Standards and the District Curriculum	
1.Explanation of language objectives and intended outcomes	
1.Use of supplementary materials and meaningful activities	
1.Documentation of the continuous provision of comprehensible instruction	
1.Use of data on LEP students language proficiency and achievement levels	

Description of Effective Practice (Observable Characteristic)	Yes/No
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Vocabulary Development	6. Key terms and concepts explicitly linked to student's background experiences	
	7. Key terms and concepts introduced and emphasized to focus students' attention on new vocabulary	
	8. Teacher's speech is aligned with student's English Proficiency level (speaking slower with more non-verbal cues for students with lower proficiency level, not "talking down to" students with higher proficiency levels)	

Description of Effective Practice (Observable Characteristic)	Yes/No
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Generic Teaching Strategies	9. Early engagement of students (questions to check comprehension, paraphrasing or direct involvement)	
	10. Modeling (demonstrating or “thinking aloud”)	
	11. Teaching of learning strategies (meta-cognitive, cognitive, affective)	
	12. Allowing sufficient wait time for students to give a complete response	
	13. Giving feedback to students on their responses	

Description of Effective Practice (Observable Characteristic)	Yes/No
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Language-Focused Strategies	Description of Effective Practice (Observable Characteristic)	
	Description of Effective Practice (Observable Characteristic)	
	Description of Effective Practice (Observable Characteristic)	
	Description of Effective Practice (Observable Characteristic)	
	Description of Effective Practice (Observable Characteristic)	

Description of Effective Practice (Observable Characteristic)	Yes/No
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Practice	19. Provides opportunities for students to apply language skills in authentic reading, writing, listening and speaking	
	20. Use of guided practice (close monitoring by teacher during initial stages of practice)	
	21. Ending review includes key concepts/content previously introduced	
	22. Assessment activities are appropriate for the students' level of English language proficiency	

Contact Information

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Handouts:

- Copy of PowerPoint Presentation
- ESOL/Language Art Teacher Observation Tool
- Basic Subject Area Teacher Observation Tool