


# READING LEADERSHIP CONFERENCE

## EFFECTIVE ELL CLASSROOMS

**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*

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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

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**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).

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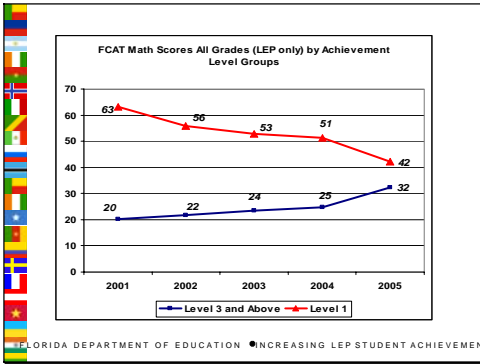
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**Math performance is also on the RISE**

- 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).

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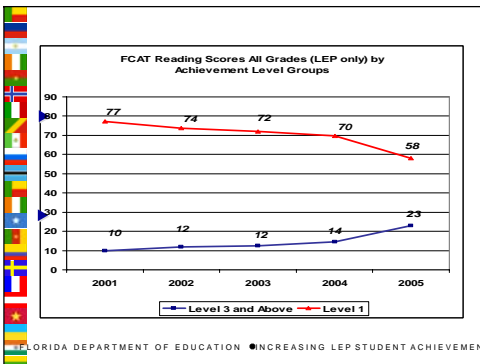
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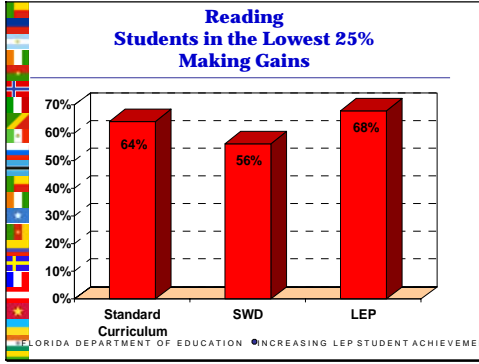
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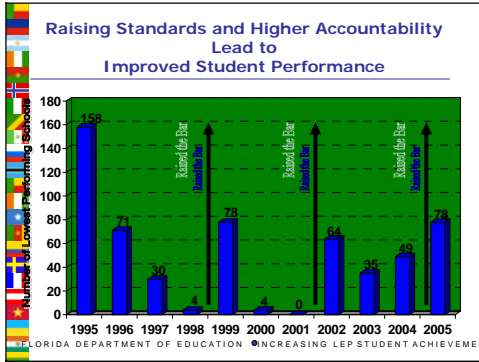
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2005 School Grades Compared to AYP

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.

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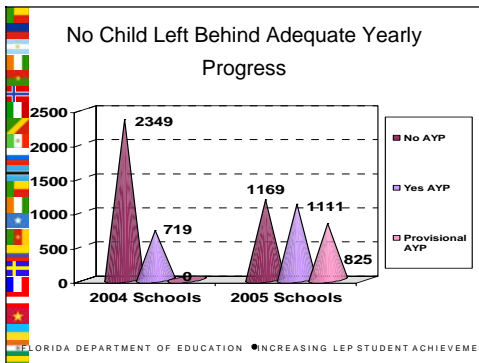
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No Child Left Behind Adequate Yearly Progress

**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

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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.***

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# READING LEADERSHIP CONFERENCE EFFECTIVE ELL CLASSROOMS

Effective ESOL  
Instruction



What Does the  
Research Say?

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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)*

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Effective Schools

**Rigor/Relevance Framework**

KNOWLEDGE	Student 6 Student 5 Average 4 Student 3 Student 2 Student 1	Acquisition <b>C</b>	Adaptation <b>D</b>
		Acquisition <b>A</b>	Application <b>B</b>
		APPLICATION	

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## EFFECTIVE ELL CLASSROOMS



### 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)*

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### Effective ESOL Instructional Approaches

- Total Physical Response
- Natural Approach
- Cognitive Academic Language Learning Approach
- Whole Language Approach
- Activating Background Knowledge
- Language Experience Approach

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### 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

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## EFFECTIVE ELL CLASSROOMS



### 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

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### 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

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### 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

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## EFFECTIVE ELL CLASSROOMS



The Key...

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Instructional Leaders

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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

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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.”*

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### 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 2<sup>nd</sup> or 3<sup>rd</sup> most prominent language spoke by the students in the schools they served

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### 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.

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### 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.

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# READING LEADERSHIP CONFERENCE EFFECTIVE ELL CLASSROOMS



## Teacher Observation Tool

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

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Description of Effective Practice (Observable Characteristics)	Yes/No
Vocabulary Development 6. Key terms and concepts explicitly linked to student's background experiences	<input type="checkbox"/>
7. Key terms and concepts introduced and emphasized to focus students' attention on new vocabulary	<input type="checkbox"/>
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)	<input type="checkbox"/>

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

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

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	Description of Effective Practice (Observable Characteristics)	Yes/No
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/concepts previously introduced	
	22. Assessment activities are appropriate for the students' level of English language proficiency	

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Contact Information

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 Fax: (850) 245-0697  
 Email: [lisa.saavedra@fldoe.org](mailto:lisa.saavedra@fldoe.org)

Handouts:  
 Copy of PowerPoint Presentation, ESOL/Language Art  
 Teacher Observation Tool, and Basic Subject Area  
 Teacher Observation Tool

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