

Reparable Harm

Achieving Success for Long Term ELL

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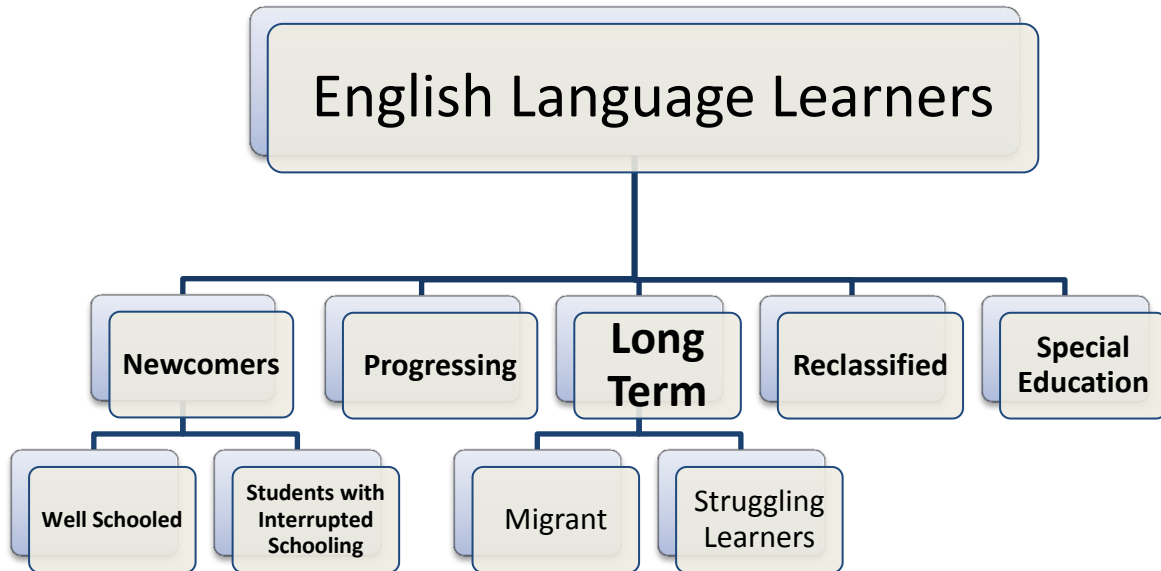
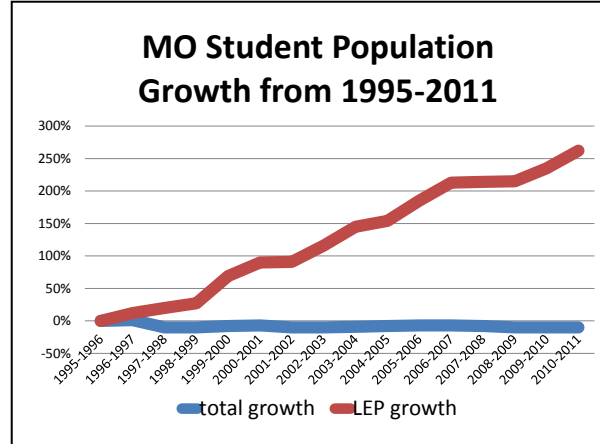
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MELL Conference

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Missouri's ELL Population

School Year	Public School	Non Public	Total LEP Enrollment
1985-1986	2,776	380	3,156
1986-1987	3,122	-	3,122
1987-1988	2,378	409	2,787
1988-1989	2,550	229	2,779
1989-1990	2,844	505	3,349
1990-1991	3,227	588	3,815
1991-1992	3,838	512	4,350
1992-1993	3,804	564	4,368
1993-1994	4,382	383	4,765
1994-1995	5,110	332	5,442
1995-1996	5,660	393	6,053
1996-1997	6,514	234	6,748
1997-1998	6,891	na	6,891
1998-1999	7,679	na	7,679
1999-2000	10,238	na	10,238
2000-2001	11,537	na	11,537
2001-2002	13,121	na	13,121
2002-2003	14,855	na	14,855
2003-2004	18,745	na	18,745
2004-2005	19,092	na	19,092
2005-2006	18,605	na	18,605
2006-2007	19,970	na	19,970
2007-2008	19,095	na	19,095
2008-2009	19,053	na	19,053
2009-2010	20,266	na	20,266
2010-2011	21,909	na	21,909



Define Long Term ELL

- 5-7+ Years of Education in the United States Schools
- Not able to Meet State Criteria for Reclassification
- Struggling Academically
- Proficiency Level of 3 -4

Missouri Does NOT have a state definition for Long Term ELL

There are 3 Groups of Long Term ELL

Transnational Students: Those who move back and forth between the U.S. and their family's country of origin (though primarily U.S.-educated)

Inconsistent U.S. Schooling: Students who – while attending U.S. schools – have moved in and out of bilingual education, ESL, and mainstream classrooms with no language support programming.

Consistent Subtractive Schooling: Students who attended either ESL or 'weak' bilingual programs that failed to build upon their native language skills and develop literacy in that language.

Characteristics of Long Term ELLs

- Show Academic Achievement in Math and Language/Communication Arts that is 2-3 years BELOW Grade Level
- Limited Attainment of ALL Subject Matter that DEPENDS on English Literacy Skills
- GAPS in Academic Knowledge due to weak English Language Skills
- High functioning Oral Skills in Social Situations in Both Home Language & English
- Weak Academic Language
- Gaps in Reading/Writing Skills
- Habits of Non-Engagement, Learned Passivity, and Invisibility in School
- Want to go to College but are Not Being Prepared
- Have become Discouraged Learners, Tuned Out, and Ready to Drop Out

How do English Learners Become Long Term ELLs?

- NO Language Development Program at ALL
- Curriculum and Materials that were NOT Designed to MEET ELL Needs
- Weak Language Development Program Models
- History of Inconsistent Programs
- Partial Access to the Curriculum
- Socially Segregated and Linguistically Isolated
- Transnational Moves and Schooling

Programming Issues

Placed/kept in classes with newcomer and normatively developing English Learners – by proficiency level

Unprepared teachers

No electives – and limited access to the full curriculum

Over-assigned and inadequately served in intervention and reading support classes

Interventions Issues

CAL (“Double the Work”) - reading interventions designed for native speakers aren’t appropriate for ELs

National Literacy Panel - good literacy and reading interventions work for both EL and proficient students - but they work BETTER for English proficient students (gap grows)

“Instructional strategies effective with native English speakers do not have as positive a learning impact on language minority students.....

Instruction in the key components of reading is necessary but not sufficient for teaching language minority students to read and write proficiently in English.”

From the 1.5 generation research on college students, and linguistics research - appears that WRITING may be a more powerful emphasis than READING strategies for LTELs

Repairing the Damage or Prevention

Margarita Espino Calderón, Ph.D.

2007- 2008, Hawaii, New York, Utah, & North Carolina

- Lesson designs for integrating subject-matter content, language, reading, and writing skills;
- Teachers parse text and select important standards-based information;
- Explicit teaching of depth and breadth of words before, during, and after reading the selected content;
- Collaborative-text-based reading to engage students, and rich discussions where the new words are used again and again;
- Explicit teaching of reading-comprehension strategies (main idea, cause and effect, inferences, comparing/contrasting) and teacher think-alouds (self-correction, rereading a sentence, decoding a word, summarizing, questioning), partner reading for applying those strategies, and debriefing (metacognitive, metalinguistic, social and cooperative skills).
- Explicit teaching of the different writing genres required by each content area and technology.
- Consolidation of content and skills throughout the lesson to anchor knowledge, check for understanding and assess individual student learning.
- Student assessments in a variety of formats to gauge progress on literacy and content.
- The quality of teaching and learning is assessed with specific observation protocols; coaches and administrators are trained to observe this type of instruction; and
- Systematic and comprehensive professional development and Teacher Learning Communities to support teachers and sustain success.

Kate Menken, Tatyana Kleyn, & Nabin Chae

2008-2009,

New York

Programming: We recommend that high schools create programs for LTELLs, which:

- Teach literacy explicitly across the content areas,
- Have focused ESL classes that develop their academic literacy skills, and
- Offer classes to improve students' native language literacy skills.

Kate Kinsella, Ed.D.

2009-2010,

- In addition to literacy instruction, LTELs need Instructed ELD in order to...
- Develop accurate fluency in oral and written English
- Gain agility using vocabulary, syntax, grammatical features, and appropriate register
- Move beyond current assessed proficiency level
- Instructed ELD may be taught within a dedicated course (Advanced ELD) or as an essential component of a Strategic English course or Literacy Intervention course

Laurie Olsen, Ph.D.

2009-2010

California

- Specialized English Language Development Courses
- Clustered Placement in Heterogeneous and Rigorous Grade-Level Content Classes with Differentiated Instructional Strategies
- Explicit Language and Literacy Development Across the Curriculum
- Native Speakers Classes
- Placement for accelerated progress and maximum rigor paired with formal systems for monitoring success.
- Focus on Study Skills, Metacognition, and Learning Strategies
- Data Chats
- Inclusive, affirming school climate and relevant text

What Does the Research Say? ELD Instruction should:

Explicitly teach elements of English

- Be form-focused with meaningful applications
- Include respectful and timely error-corrections
- Emphasize oral language development, to support academic literacy and interactions
- Infuse meaningful, accountable, and structured interactions with clear language targets

(Saunders & Goldenberg, 2010)

Evidence-Base for Explicit ELD

August, D. & Shanahan, T., (Eds.). (2006). *Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Youth*. Lawrence Erlbaum.

Goldenberg, C. (Summer 2008). *Teaching English Learners: What the Research Does-and Does Not-Say*. American Educator.

California Department of Education. (Fall 2009) *Improving Education for English Learners: Research-Based Approaches*.

Dutro, S. & Kinsella, K. (2009). *English Language Development: Issues and Implementation in Grades 6-12*. In CDE (Fall 2009).

Norris, J. & Ortega, L. (2006). *Synthesizing Research on Language Learning and Teaching*. John Benjamin.

Spada, N. & Lightbown, P. (2008). *Form-Focused Instruction: Isolated or Integrated*. *TESOL Quarterly*, 42(2).

What's a District Supposed to DO?

Look at your "Systems" Issues

- Data systems that do not/cannot identify and monitor progress
- Lack of appropriate curriculum and materials
- Confusion about what schools are "supposed" to do
- Misunderstanding and lack of knowledge of the research
- Lack of clarity about what constitutes "English Proficiency"
- A belief that "we can't do that"

Things to ASK

1. Where are they placed for English? ELD?
2. Where are they placed for academic content?
3. What interventions and support classes do they receive?
4. Are they getting access to electives?
5. Are they in "track" courses?
6. Are any of those placements designed for LTELs? Do they have appropriate support for EL success?

The District Needs Policies & Support

- A definition and system for monitoring
- Designated annual benchmark expectations by number of years and English proficiency
- Inquiry
- Research based programs –including specific responses for LTELs
- Disaggregate data
- Target professional development for teachers
- Create needed courses
- Student and parent information

Resources

Reparable Harm: Fulfilling the unkept promise of educational opportunity for Long Term English Learners, Californians Together 2010 | Laurie Olsen

Difficult Road for Long-Term English Learners, Educational Leadership April 2009 | Volume 66 | Number 7 | Kate Menken and Tatyana Kleyn

The Preventing Long-Term ELs; Transforming Schools to Meet Core Standards Corwin, (2011)
Margarita Espino Calderon, Lilita Minaya-Rowe

Eradicating Learner Lethargy: Bolstering Engagement and Language Development Through Accountable Responses, 9th Annual Academic Success for English Learners and Migrant Students: Using Research-Based Practices, Dr. Kate Kinsella,