



## Collaborating to Meet the Needs of English Language Learners

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## Today's Topics



- Welcome and Introductions
- Conceptions and Misconceptions in Language Acquisition
- Levels of Language Proficiency
- Language Proficiency vs Academic Achievement
- Collaboration
- Feedback

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## Pop Quiz



- Do this quiz with **at least one** other person, but **no more** than two other people
- Read carefully each statement and decide as a team if the statement is true or not
- For each statement, justify your answer; i.e. "why do you think it is true/false?"



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## Conceptions & Misconceptions



- Younger children learn 2<sup>nd</sup> language quickly and easily
- Children have acquired a second language once they can speak it
- The more time students spend in the mainstream, the quicker they learn the language
- Older generations of immigrants learned without all the special language programs that immigrant children receive today and they did just fine
- ELLs will acquire academic English faster if their parents speak English at home

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## More Conceptions & Misconceptions



- Grammar is acquired naturally; it need not be taught
- The culture of students does not affect how long it takes them to acquire English. All students learn language the same way
- According to research, students in ESL-only programs with no schooling in their native language take 1-2 years to reach grade level norms
- The parents of ELLs are generally not as involved in their children's education
- Good teaching is good teaching

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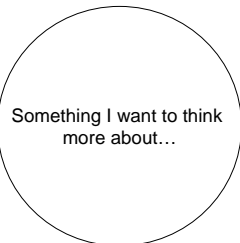
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## Circle of Learning #1



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**You learn by experience. However, it is not the experience itself you learn from; it is processing and reflecting on the experience that promotes growth.**

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### Levels of Language Acquisition



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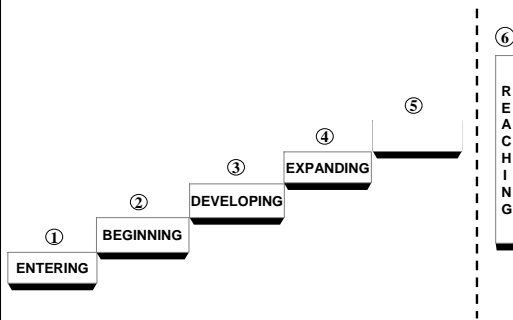
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### The WIDA ELP Scale



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## Criteria for Performance Definitions



- Linguistic Complexity: Extent of functional language (text or discourse)
- Vocabulary Usage: Extent of comprehension and use of the technical vocabulary of the content areas
- Language Control: Extent of comprehension and use of phonological, syntactic, and semantic structure & rules

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## Performance Definitions



6 Reaching	<ul style="list-style-type: none"> <li>• Specialized or technical language reflective of the content area at grade level;</li> <li>• A variety of sentence lengths of varying Linguistic Complexity in extended oral or written discourse as required at the specified grade level;</li> <li>• Oral and written communication of English comparable to that of English proficient peers</li> </ul>
5 Bridging	<ul style="list-style-type: none"> <li>• The technical language of the content areas;</li> <li>• A variety of sentence lengths of varying Linguistic Complexity in extended oral or written discourse, including notes, essays, or reports;</li> <li>• Oral or written language approaching comparability to that of English proficient peers when presented with grade-level material</li> </ul>
4 Expanding	<ul style="list-style-type: none"> <li>• Specific and some technical language of the content areas;</li> <li>• A variety of sentence lengths of varying Linguistic Complexity in oral discourse or multiple, related paragraphs;</li> <li>• Oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support</li> </ul>
3 Developing	<ul style="list-style-type: none"> <li>• General and some specific language of the content areas;</li> <li>• Expanded sentences in oral interaction or written paragraphs;</li> <li>• Oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support</li> </ul>
2 Beginning	<ul style="list-style-type: none"> <li>• General language related to the content areas;</li> <li>• Phrases or short sentences;</li> <li>• Oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support</li> </ul>
1 Entering	<ul style="list-style-type: none"> <li>• Pictorial or graphic representation of the language of the content areas;</li> <li>• Words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support</li> </ul>

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## Pick the Level



- Look through the list of activities with your process partner
- Decide what level of English language proficiency a student would need to perform each activity
- Propose modifications to each activity to allow students at different levels of English language proficiency to participate and be challenged by each activity

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## Circle of Learning #2



I think, \_\_\_\_\_, a student  
in my class is level \_\_\_\_\_  
because...

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## Language Proficiency vs Academic Proficiency



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## What do you see?



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## Language across the curriculum



- What constitutes **Academic Language Proficiency**?
- What constitutes **Academic Achievement**?
- What is the relationship between **Academic Language Proficiency** and **Academic Achievement**?

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## More on language proficiency vs academic proficiency



How many different ways can you read the following mathematical expression?

$$3+2=\square$$

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## Let's "discuss" this a little more...



- Get into groups of four
- Assign one number to each member of your group (1-4)
- Follow directions carefully



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## Language versus Content



- **Language proficiency** involves the **language** associated with the content areas.
- **Academic achievement** reflects the knowledge and skills associated with the **content**.
- **WIDA ELP standards** focus on academic **language**; academic content standards focus on academic **content**.

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## Circle of Learning #3



What are some of the challenges in the language of the content area that I teach?

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## “Best Practices”



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*Values are the link between emotion and behavior, the connection between what we feel and what we do...*

*With everything changing around us we need something unchanging...to hang on to... Values are our moral navigational devices.*

-James Champy (1995, p.78)

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## Self- Assessment



- Answer the self-assessment individually
- Put an X on three (3) items you consider high on your priority list
- With your table, discuss what priorities from the self-assessment are common to most members of the team  
(NOTE:) You do **not** have to discuss the self-assessment, just the priorities)

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## A few words on change...



"Letting go" of previously learned ideas and routines or incorporating new information into their practice- choosing what to abandon and what to keep or modify- is a big part of what it means to be a lifelong learner and an adaptive expert. For an adaptive expert, discovering the need to change is perceived not as a failure, but instead, as a success and an inevitable, continuous aspect of effective teaching.

-Darling-Hammond, L. & Bransford, J. (2005) p. 363

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## Circle of Learning #4



What are some changes  
I would like to make  
to continue my path  
as an effective teacher  
for ELLs?

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## Collaboration



**Collaboration** is demonstrated on the teams where all members feel their contributions are valued and the goal is clear, where they share decision making, and where they sense they are respected (Cook & Friend, 96)

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## Assessment of Teams



1. As a team, fill out the Team Assessment on Collaboration
2. What are some strengths of your team?
3. What are some areas your team would like to focus on?
4. Why?

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## Why collaborate?



- To create learning communities
  - To advance professional development
  - **To improve student learning**

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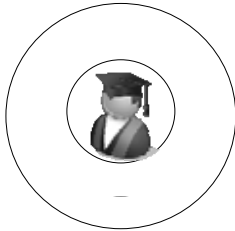
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## Student-Centered Planning, Instruction and Assessment



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## Student profiles



- Think back about a student who is an English Language Learner
- Add information to the student profile to describe the student as a learner
- Write the name of the student at the center
- Use the bubbles around to describe the student
- Discuss the student with your process partner

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## Student Profile

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## Questions to Ponder

- What kind of knowledge about this student can I use in my planning?
- What information in my profile guides instruction?
- What information in my profile can be rewritten to tell more?
- What information is not necessary?

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## Multiple Intelligences

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## Turning lead into Gold



- Now go back to your student profile and revise it if needed:
- What are the student's strengths and successful methods of expressing knowledge? (Consider Gardner's MI Theory)
  - What are the expectations of this student in general education activities?
  - What issues or concerns need to be addressed to achieve successful participation?

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## What about language?




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## Teacher Report

**wida** ACCESS for ELLs English Language Proficiency Test  
Teacher Report - 2007



Student Information	Student Center Code	Student ID
Grade	Grade	Grade
Grade 1	Grade 2	Grade 3
Grade 4	Grade 5	Grade 6
Grade 7	Grade 8	Grade 9
Grade 10	Grade 11	Grade 12

Language Domain	Listening	Speaking	Reading	Writing
Listening	100	100	100	100
Speaking	100	100	100	100
Reading	100	100	100	100
Writing	100	100	100	100
Overall Score	100	100	100	100

Student Achievement in WIDA English Language Proficiency Test

Language Domain	Listening	Speaking	Reading	Writing
Listening	100	100	100	100
Speaking	100	100	100	100
Reading	100	100	100	100
Writing	100	100	100	100
Overall Score	100	100	100	100

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## Proficiency Level Scores



Proficiency Level Scores are **socially-derived** interpretations of the ACCESS for ELLs® Scale Scores in terms of the six proficiency levels defined in the WIDA Standards

- Comprised of two numbers, e.g. 2.5
  - First number indicates the proficiency level into which the student's scale score places him or her (e.g. 2 = Beginning)
  - Second number indicates how far, in tenths, the student's scale score places him or her between the lower and the higher cut score of the proficiency level (e.g. 2.5 = 5/10 or ½ of the way between the cut score for level 2 and level 3)
- The same scale score is **interpreted** differently (i.e., has different proficiency level scores) based on a student's grade level
- The same proficiency level score corresponds to different scale scores based on a student's grade

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## Turning lead into Gold



Now go back to your student profile and revise it if needed:

- What are the student's strengths in language? (Consider information from Teacher Report)
- What are the expectations of this student for oral language? How about for literacy?
- What language issues or concerns need to be addressed to achieve successful participation?
- What differentiation does this student need in order to compensate for language proficiency?
- What scaffolding does this student need to move across the academic language continuum?

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## Circle of Learning #5



What sources of data do I have access to that can help me find the gold in my students?  
What other sources of data do I need?

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If Children Don't Learn the Way We Teach, We  
Have to Change the Way We Teach  
Ignacio "Nacho" Estrada

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**For tomorrow...** 

Please read the article  
"Inclusion: A Matter of Social Justice"  
included in your packets.

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 **Questions or Comments?**

For more information, please contact  
the WIDA Hotline:  
1-866-276-7735 or [help@wida.us](mailto:help@wida.us)

 World Class Instructional Design and Assessment, [www.wida.us](http://www.wida.us)

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