# Towards effective, language-rich, joyful schools for English Learners in the P3 years:

## *The role of elementary school site leadership*

*Laurie Olsen, PhD*

*National Association of Elementary Principals*

*April 17, 2023*

# To support you in building strong, effective, coherent P3 education for English Learners

- Basic ***understandings*** about ELLs as the foundation for P3 education

- Four ***key principles*** to guide your work as school leaders in strengthening the quality and effectiveness of P3 instruction and services for ELLs

- A ***lens*** for supporting effective, language-rich instruction P3

- ***Tools and resources*** for learning more

# ***Terminology*** *(for clarity)*

**English Learners (ELs)**

**English Language Learners (ELLs)**

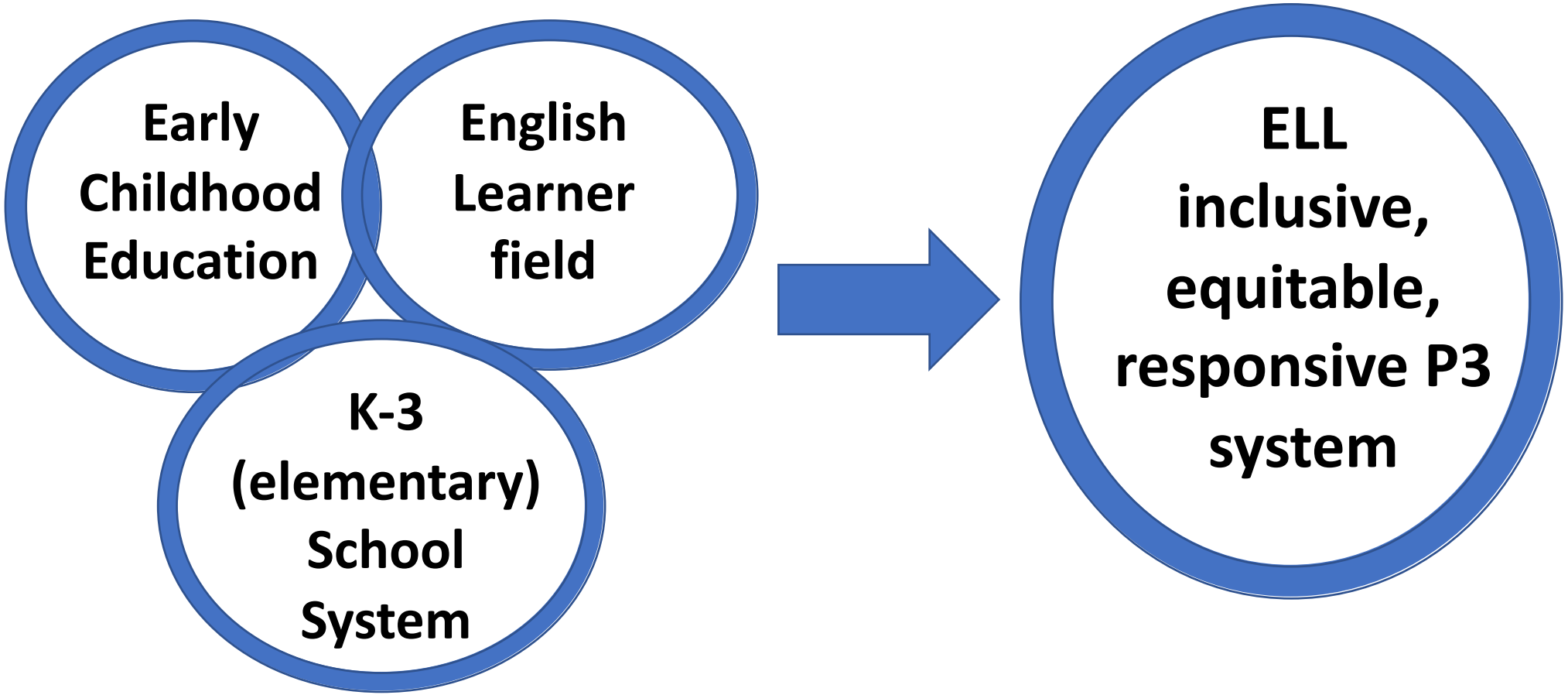
**Dual language learners (DLLs)**

**Multilingual Learners (MLLs)**

*Heritage language learners*
*Language "minority" students*

*Emergent Bilinguals (EBs)*
*Emergent Multilingual Learners*

# *From siloed & separate to an integrated P3 system*




Developmentally appropriate

Aligned

Support for transitions

**Based upon understanding of dual language brain and language development for ELLs**

Culturally sustaining

# *ELLs are a significant and growing population among the children to be served in P3*

- 33% of all U.S. children 0 -8 have at least one parent with a language other than English
- 32% of all U.S. children ages 5 – 8 have at least one parent with a language other than English
- Over half of these are low-income *(family income below 200% of federal poverty level)*
- English learners are a growing percentage of students in K-12 – more than one in 10
- Gaps in educational outcomes for ELLs have been persistent for decades

*Migration Policy Institute, 2022*

# 1964 Federal Civil Rights Act

*(Race, Ethnicity, Religion, National Origin*)*

To end discrimination

THE EVANSVILLE COURIER

Final Home Edition

THE WEATHER—Warm...Page 11.

119TH YEAR—NO. 154 | EVANSVILLE, IND., FRIDAY MORNING, JULY 3, 1964 | 36 PAGES | SEVEN CENTS

## President Signs Civil Rights Bill

### Pay Bill O.K.'d; High Court Hit

Washington, D.C. (AP)—The Senate passed 58 to 25 Thursday a $264-million pay raise bill benefiting soldiers for Federal executives and judges, members of Congress and 1.7 million rank-and-file workers.

The legislation, strongly urged by President Johnson as essential to keep talented people in Government, goes back to the House which passed a $253-million version last month.

And before passage, however, the Senate took a crack at the nine Supreme Court Justices by voting 41 to 40 to cut their raises to $2,000 a year.

The Administration, the House, and the Senate Post Office and Civil Service Committee had proposed the same $3,000 hike for the Justices as awarded all other Federal jurists.

**Sent At Whole**

In two days of jubilee, the Senate enacted all efforts to cut salary dollars until the Federal budget is balanced, the $1,500 raises for governors, e.t.c. [illegible] Thus now reaches $25,000.

The Senate ladder increases of $15,000 for cabinet members, heights from $15,000, and $7,500 or more for 307 other Government executives.

A total of 477 Federal judges, including those who retired, would

### $3,000 CONTESTED
### Cache Full of Cash Creates Controversy

By a Courier Correspondent

Vincennes, Ind. — Hospital boards have many problems but the Good Samaritan Hospital here has a real mystery. What to do with $3,000 in cash discovered by a workman in the basement of a house which the hospital recently purchased.

The former owner of the house, an elderly widow, died just the month there 23 years ago and deeded it. She wants it back.

The money bills, placed in an envelope and tucked on a ledge behind a cabinet, were found a few days ago by William Cox of Vincennes, an employee of a pest control company which had been engaged by the hospital to rid the house of water bugs.

When Cox found the envelope, he walked across the street to the hospital and turned the money in. "I knew it wasn't mine," he explained.

The bills were still wrapped in American National Bank wrappers dated Dec. 3, 1941, and the hospital sent them back to the bank for deposit.

"The money stank and we had to fumigate it before we sent it to the Federal Reserve Bank," a banker said.

With the money deposited, the hospital now wonders what it should do with it. As attorney for the former owner has demanded that the money be given to her. She claims that she placed the money in the foundation in 1941 and then forgot about it.

The board, though it has not reached a formal decision, feels that the money is legally the hospital's. One board member noted this week that the purchaser of a house is entitled to everything in it "including bad plumbing, leaky roof, water bugs and hidden money."

### Catholics Review Birth Pills Policy

Vatican City (AP)—The spirit of Roman Catholic renewal and the development of birth control pills have led to a major review of church policy on population growth, but it may be months before conclusions are reached.

Only that, Pope Paul VI has confirmed the validity of some [illegible] call to other [illegible]

[illegible] measures rejected by Catholics.

Last Christmas, he [illegible]

### Passage Gets Varied Reactions

Atlanta, Ga. (AP)—Passage of the civil rights bill by Congress brought a variety of reaction in the South ranging from ready compliance to outright defiance.

Lester Maddox, operator of a segregated restaurant in Atlanta, said he would go to jail before he would serve Negro customers. Charles Lebedin, who said documents had caused his restaurant business, displayed a huge sign in a window offering to sell out at a reasonable figure.

Directors of the Georgia Restaurant Association urged members to abide by the civil rights act. The association unanimously approved the bill last week with its passage "we have no alternative but to comply."

The Fulton (Atlanta) County Grand Jury urged compliance with the new laws "in fact and in spirit, for others for such remote inquiry."

A number of Atlanta hotels, motels and restaurants volunteered to drop racial bars even before passage of the civil rights bill became certain.

**Compliance Indicated**

In North Carolina, most hotel, motel and restaurant owners who would comment indicated they would abide by the law. But one who declined to be quoted, said he had no intention of serving Negroes.

Hugh Smith, manager of the Wide Hampton Motel in Columbia, [illegible]



Associated Press Wirephoto

**Historic Signing:** President Johnson signs into law the civil rights bill in ceremonies Thursday night in the White House. The President signed the bill several hours after final passage by the House. Johnson said: "This is a proud time."

RAPS ROBERT KENNEDY

### Too Much Greeting Gets Greeter Fired

Atlantic City, N.J. (AP)—An official greeter for Atlantic City was fired from his unwelcome job Thurs-

### *All Americans Urged To Help Curb Injustice*

Washington, D.C. (AP)—President Johnson signed the strongest civil rights law in nearly a century Thursday night, only three hours after Congress approved it amid cheers, and called on Americans to "eliminate the last vestiges of injustice in America."

In an unusual ceremony in the East Room of the White House, Johnson pledged himself to "faithful execution" of the statute and mentioned immediate steps to be sure its enforcement.

Johnson delivered a nonpartisan statement to the nation by radio and television, and he recognized then 100 lawmakers, civil rights leaders and Government officials, as the men who helped bring the sweeping legislation to reality.

"We have come now to a time of healing," Johnson said slowly and solemnly.

"Let us close the springs of racial poison. Let us pray for wise and understanding hearts. Let us live with one another as brothers and make real our union and liberty.

"Let us hasten that day when our unconquerable strength and our indomitable spirit will be free to do the great works ordained for this nation by the God and wise Creator who is the Father of all."

**Signatures Claim Pens**

Then signatures CONTINUED [illegible] bill, each to claim one of the 75 pens with which he put his signature to the bill delivered from the Capitol with extraordinary speed — how this happened," he went on.

**Vanced Cordons**

"But it cannot continue.

"Our Constitution, the foundation of our republic, forbids it.

"The principles of our freedom forbid it.

"Morality forbids it.

"And the law I will sign tonight forbids it."

Johnson emphasized that the measure received the bipartisan support of more than two thirds of the members of both House and Senate including "an overwhelmingly majority of Republicans as well as Democrats."

"It does not restrict the freedom of any American, so long as he respects the rights of others, he said, adding:

"It does say that from who are [illegible] barriers that shall now stand in equal at the polling booths, in the classrooms, in the factories, and in hotels, restaurants, movie theaters, and other places that provide service to the public."

**Familiar Themes**

Only an hour's debate preceded the House vote, and most speakers avoided the familiar

Equal opportunity

Source: Historical Photograph Collection of San Francisco Public Library's San Francisco History Center.

# 1974: Lau v. Nichols Supreme Court Decision

*"There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum…for* ***students who do not understand English*** *are thereby effectively foreclosed from any meaningful education…"*

*Lau v. Nichols, Supreme Court*

# 1978 Castañeda v. Pickard Three Tests

- Based on **sound research or educational theory** suggesting it's an effective approach to addressing the specific language and access needs of English learners
- Implemented effectively with **resources** and conditions needed
- After trial period, **proven effective in overcoming language barriers for ELLs** to equal educational participation and opportunity

# Three responsibilities…

| Teach English | Support Equal Participation | Ensure Meaningful Access |
| --- | --- | --- |
| Develop proficiency in English sufficient for full participation and access | Language support for active, equal participation in learning and the life of the classroom | The full content, curriculum and program |

*Based upon research, theory and knowledge about what will be effective for second language development, dual language development, cultural and linguistic inclusion, ”scaffolding” and support for comprehension and participation for YOUR students!*

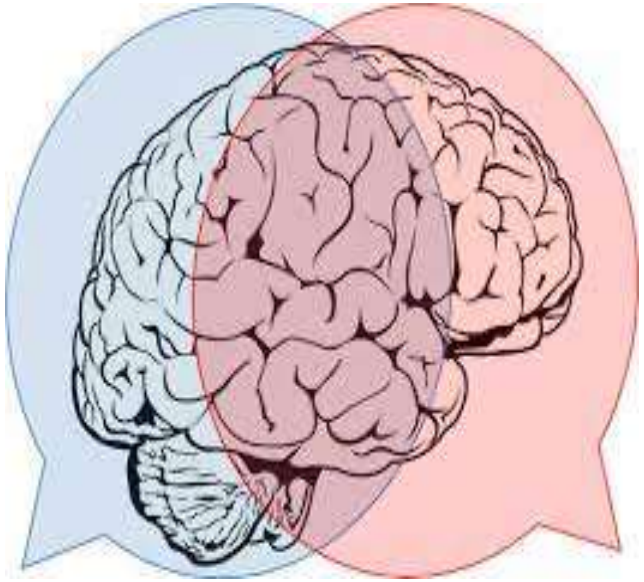
# Eight Key understandings

1

**0-8 is crucial for ML language development**

2

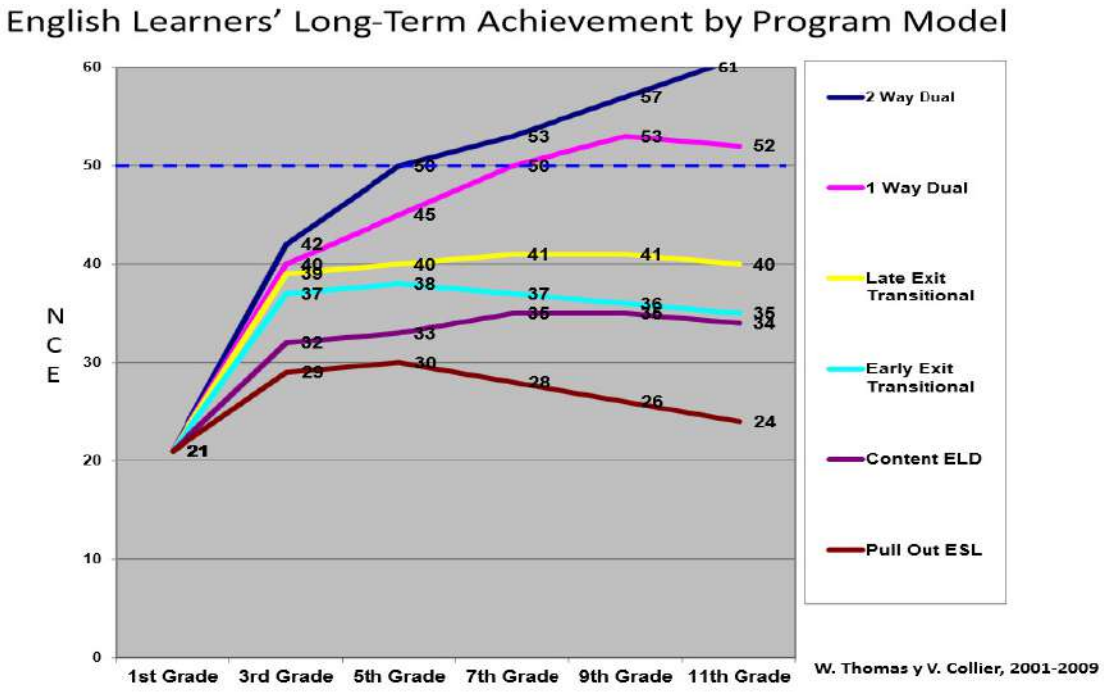
**Capacity to learn more than 1 language**



*One brain – two languages*

3

**Bilingual is different from monolingual development**




6

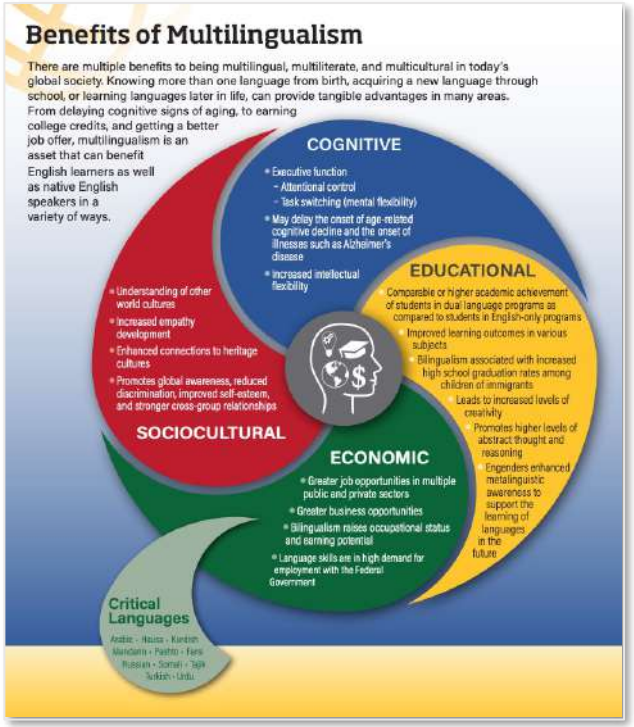
**Bilingualism is an asset – and a necessity for ELLs**

5

**Proficiency in second language takes a long time (4 -7 years)**

4

**Home language facilitates English**



7

**There is tremendous diversity within the ELL population**

- Language background
- Newcomers
- US born children of immigrants
- Nationality, Ethnicity
- Refugees
- Economic resources

8

**Challenge of language, cultural status – and history of exclusion**

# Eight Key understandings

0-8 is crucial for MLL development

Bilingualism is an asset – and a necessity

Bilingual is different from Monolingual Development

Capacity to learn more than one language

Proficiency in second language takes a long time (5-7 years)

Challenge of language, cultural status – and history of exclusion

Home language facilitates English

There is tremendous diversity within the ELL population

**…. and a matter of civil rights and law**

# Pause and reflect:

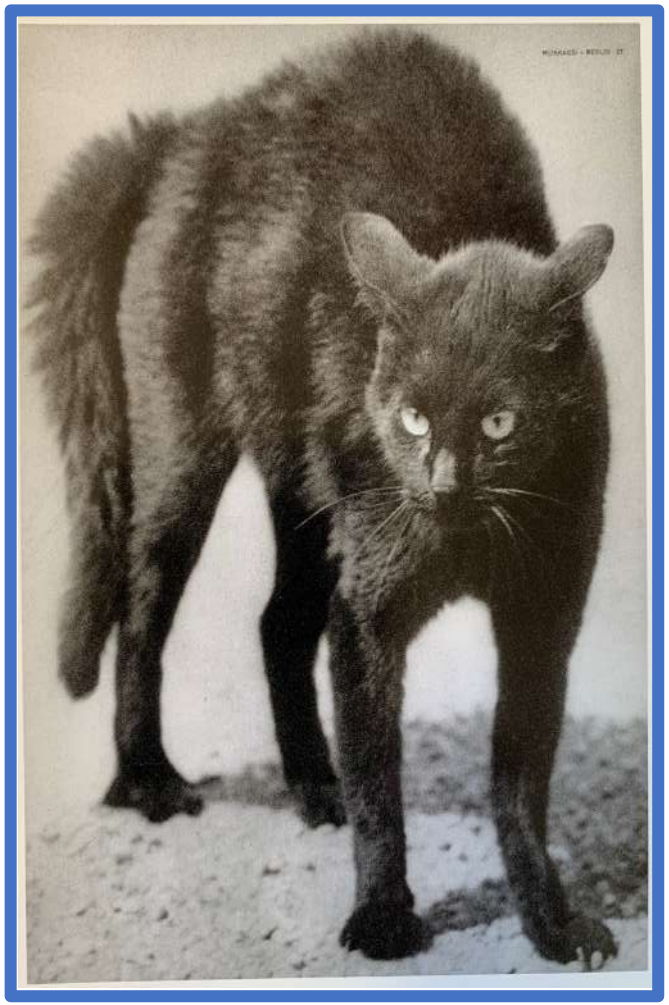
- How are these understandings relevant to your school?
- How well are these basics understood by the teachers in your school?
- In what ways is it helpful to you as a site leader to focus on *(review, refresh, reflect)* these basic understandings?
- Which of these, if any, seem particularly challenging to consider when you think of your school?
- Which of these understandings do you want to learn more about?

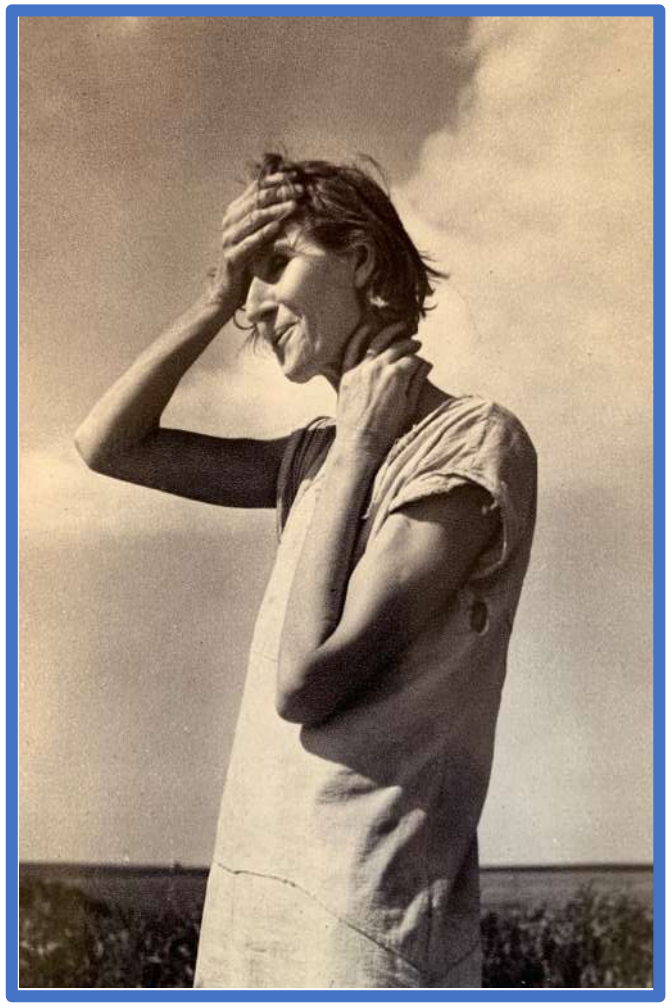
Questions????

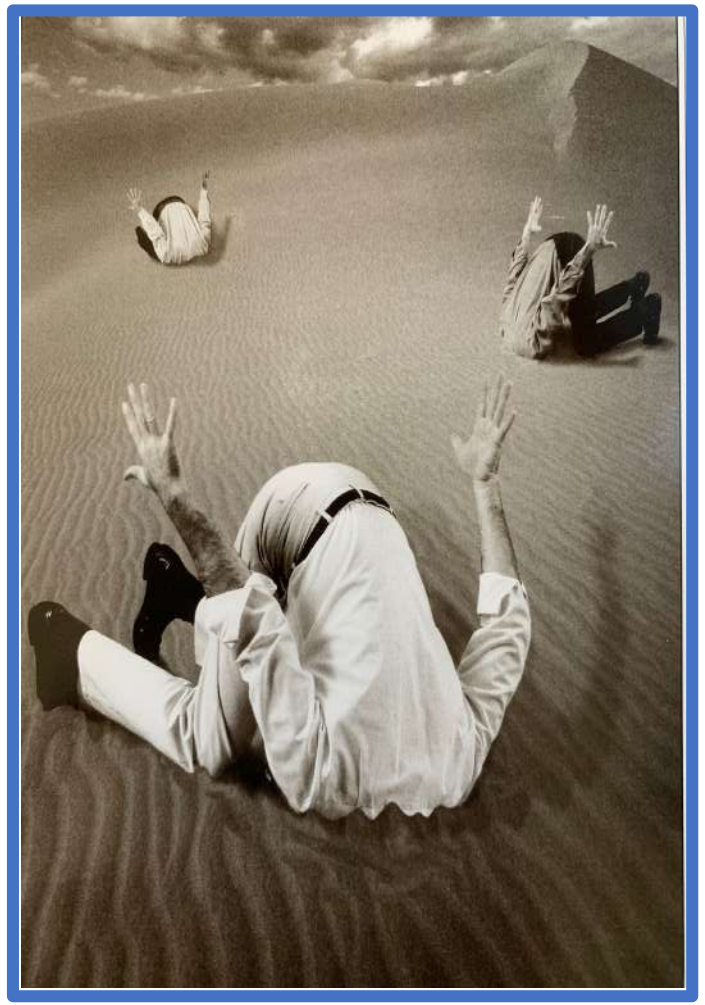
Comments!

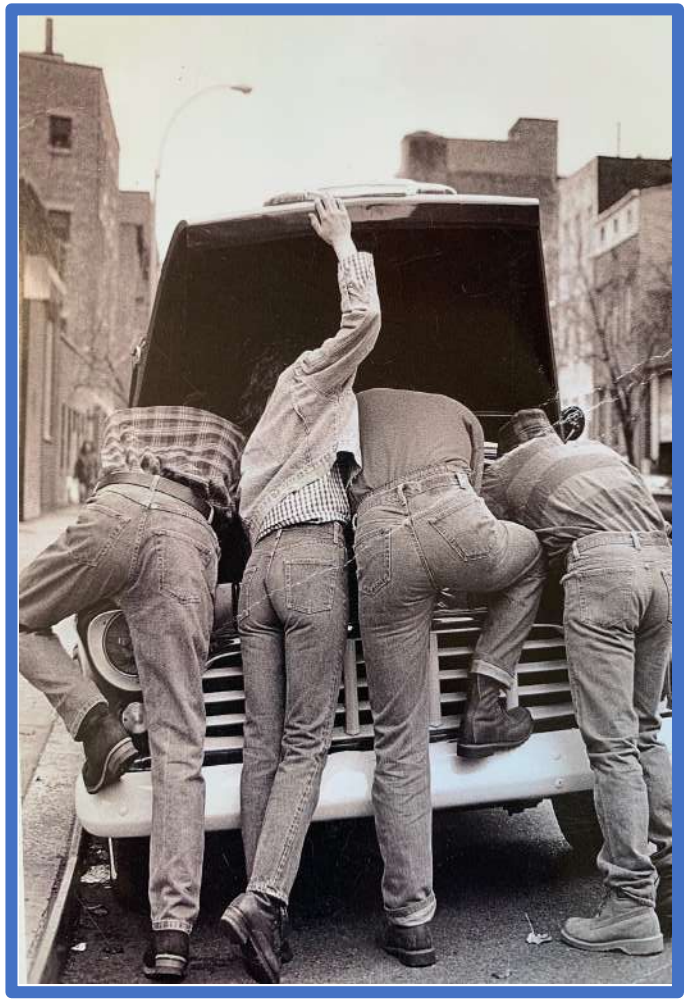
*School administrators—site and district—have a crucial role in implementing policy and improving practices. You are the voicers of vision, leaders of implementation, instructional leaders, a cheerleader and builder of staff capacity, monitor of progress, and the interface with the community. The administrators' role in building towards powerful ELL programs is perhaps even more crucial because the work is aspirational rather than directly compliance-oriented – and it focuses on rectifying longstanding inequities.*

# Change evokes human reactions & emotions….

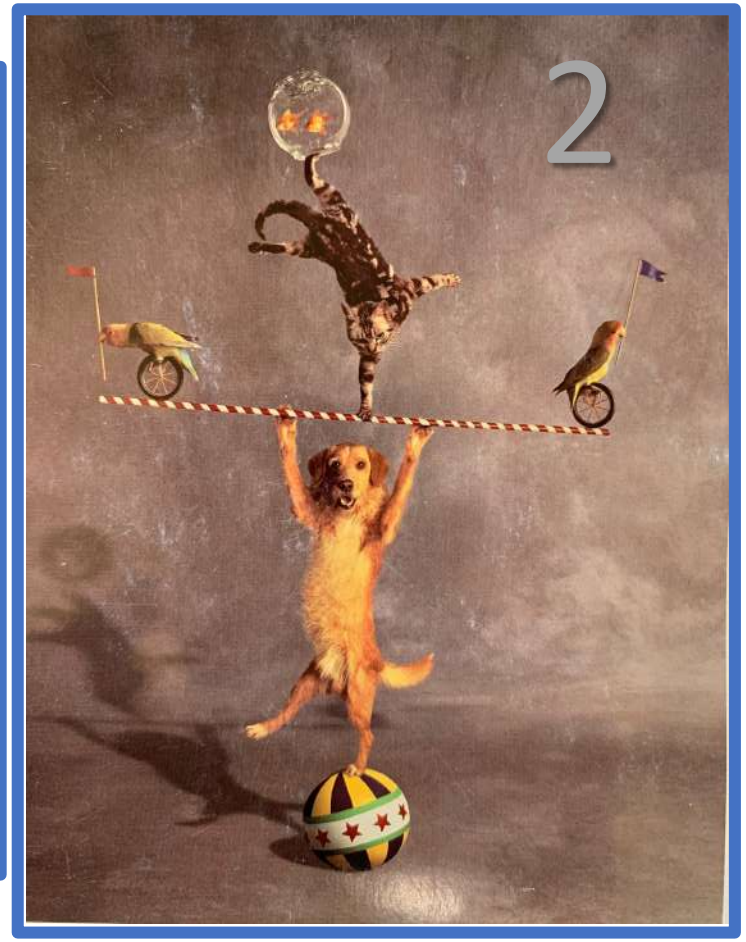








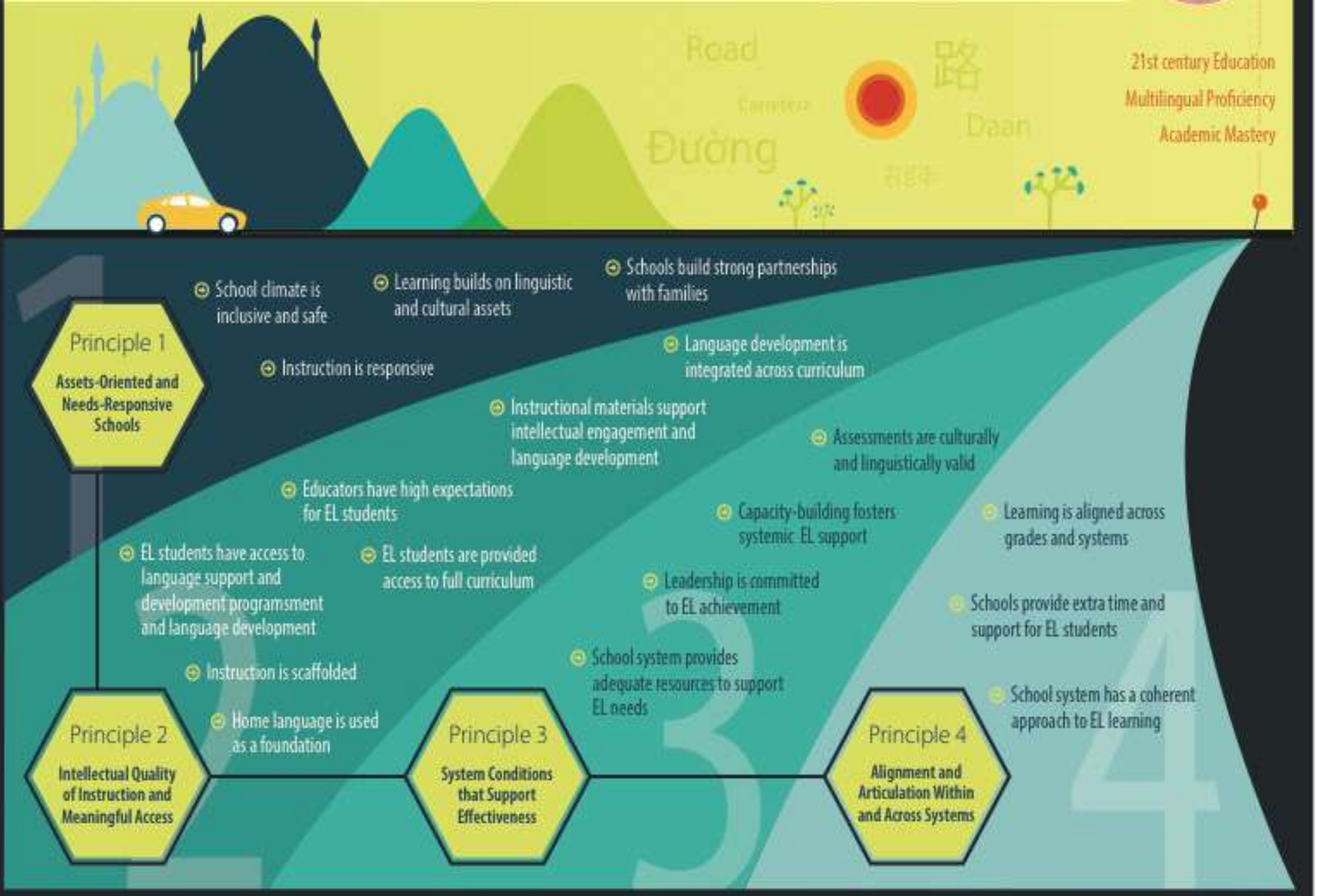
# How are you feeling about leading implementation of improvements in EL practices at your school?



# Share in the Chat……

Adjectives, descriptors about the "mood"/"climate" in your school for tackling improvements to better serve ELLs……

And about how you are feeling about leading an improvement effort focused on ELLs

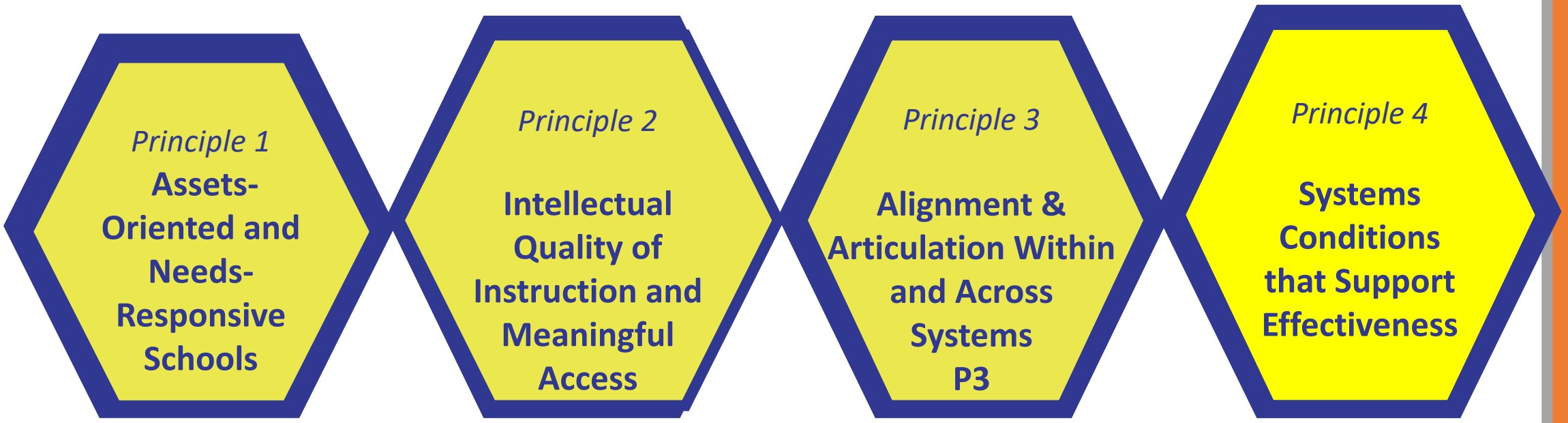



From the 2017 comprehensive & visionary California state EL policy

Four research-based principles to guide local programs, policies and planning for English learner success

# Four Principles

interconnected • research based



# A resource for you…. Toolkits for administrators

1

# CREATE AN ASSET-BASED, CULTURALLY AND LINGUISTICALLY AFFIRMING INCLUSIVE AND SAFE ENVIRONMENT FOR ELLs IN THE SCHOOL

English learners need an affirming climate and respect for their home language and culture as well as support for learning English.

English learners need a safe, low-anxiety environment that supports taking the risk of using a new language and enhances socio-emotional health.

*Principle 1*

**Assets-Oriented Responsive Schools**

**We know our English Learners**

*(pages 13-32. Toolkit 2)*

**We value diverse languages and cultures as assets for student learning and enriching for our community**

*(pages 34 – 44. Toolkit 2)*

**Our school is safe, affirming, and inclusive**

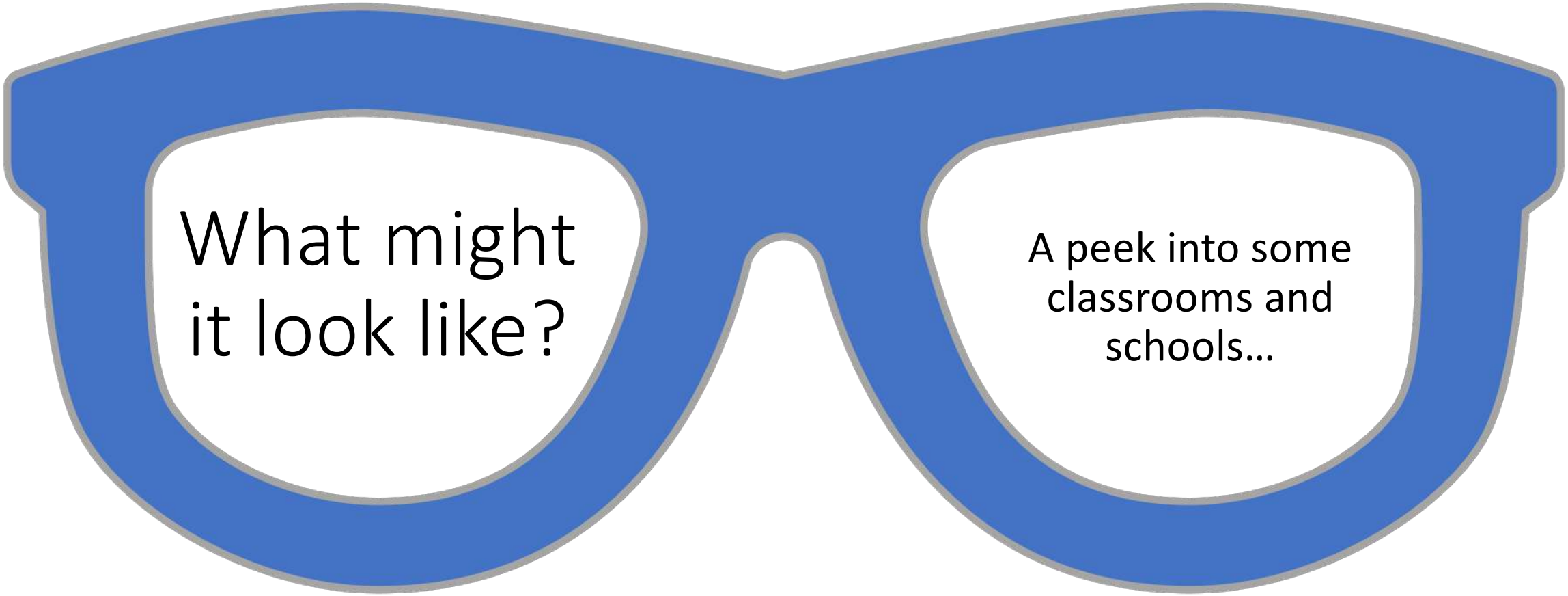
*(pages 45-54. Toolkit 2)*

**We build strong family, parent, community partnerships.**

*(pages 59-71. Toolkit 2)*

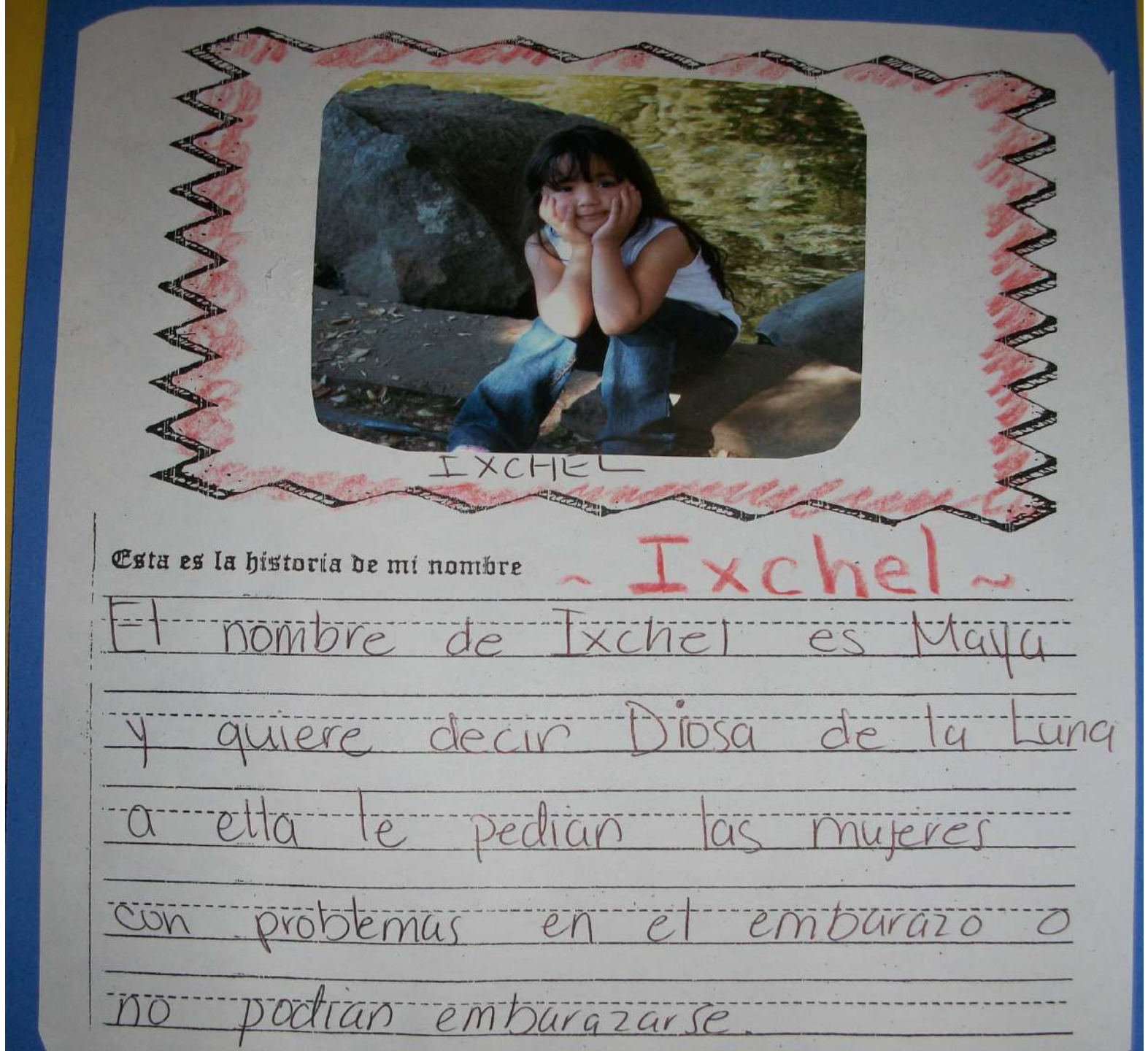
# Tip for Leadership

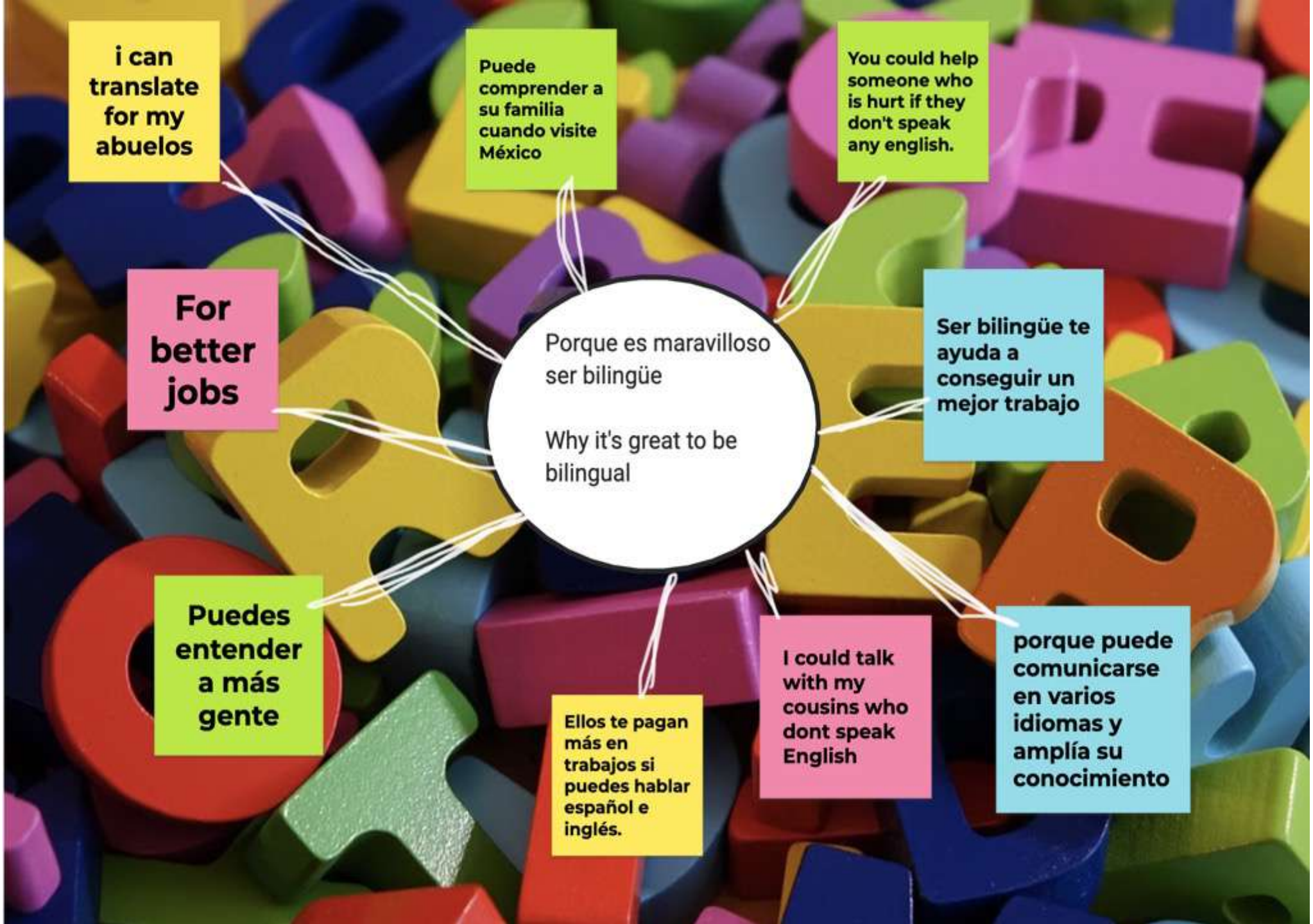
Honoring home language and cultures starts in the front office, echoes throughout the hallways and campus of a school, is driven home in the classroom, and dwells always in the attitudes and utterances of the people in the school community.



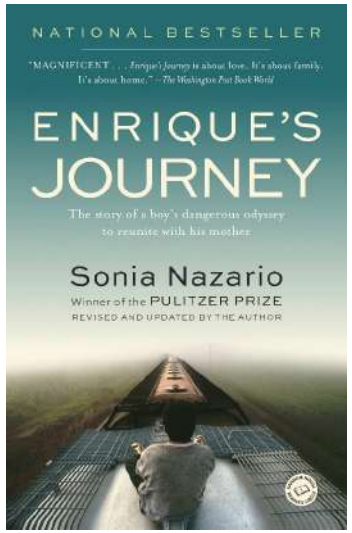

How/why is this important?
In what ways does it impact students' and families' sense of belonging and connection to school?

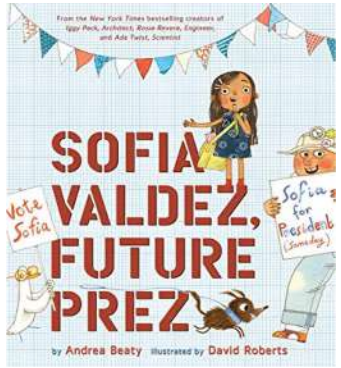
A display on the door of a first grade classroom:

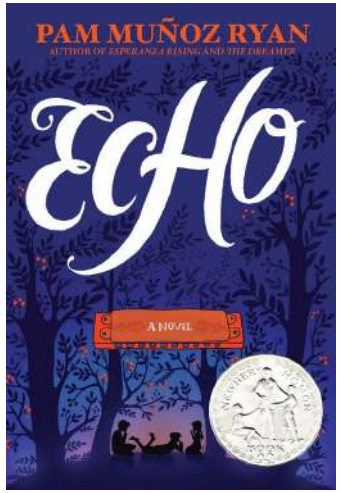


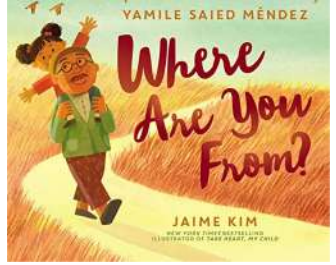

Porque es maravilloso ser bilingüe
Why it's great to be bilingual
i can translate for my abuelos
Puede comprender a su familia cuando visite México
You could help someone who is hurt if they don't speak any english.
For better jobs
Ser bilingüe te ayuda a conseguir un mejor trabajo
Puedes entender a más gente
Ellos te pagan más en trabajos si puedes hablar español e inglés.
I could talk with my cousins who dont speak English
porque puede comunicarse en varios idiomas y amplía su conocimiento

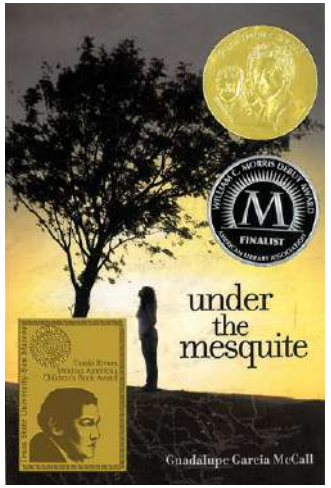
This is me!
My name is Julianna Esparza
My eyes are as brown as a chocolate bar. My nose is small as a cherry. My skincolor is as tan as sand. My hair is as soft as a huskie. My ears are as small as a strawberry. My mouth is as wide as a bagel. Im as tall as a shelf. Im as fast as a cheetah. My lips are as pink as a rasberry!!
JULIANNA
Proud Speaker Of
•English
•Spanish
EMILY
Proud Speaker Of
•English
•Filipino
Proud Speaker Of
•English
•Vietnamese
TIN PHAM
EAT SLEEP WIN REPEAT
Proud Speaker Of
•English
•Leaning Spanish
IKENNA
Proud Speaker Of
•Spanish
•English
ELLA
LINDSAY
Proud Speaker Of
•Filipino
•English
•Spanish
Proud Speaker Of
•English


NATIONAL BESTSELLER
ENRIQUE'S JOURNEY
The story of a boy's dangerous odyssey to reunite with his mother
Sonia Nazario
Winner of the PULITZER PRIZE
REVISED AND UPDATED BY THE AUTHOR

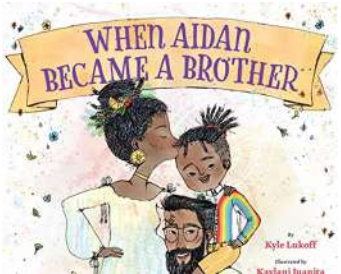

SOFIA VALDEZ, FUTURE PREZ
by Andrea Beaty
illustrated by David Roberts

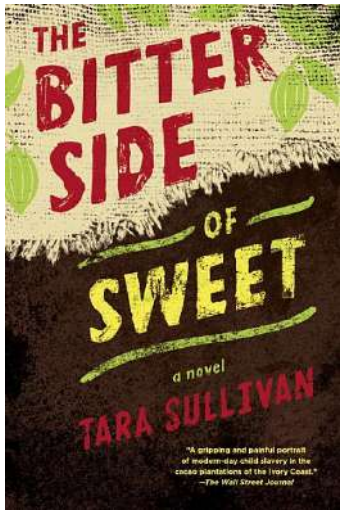

PAM MUÑOZ RYAN
ECHO
A NOVEL

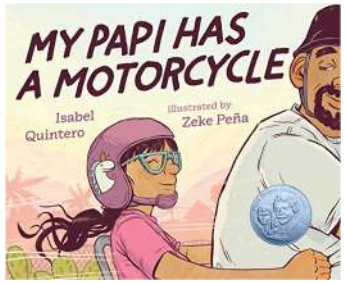

YAMILE SAIED MÉNDEZ
Where Are You From?
JAIME KIM

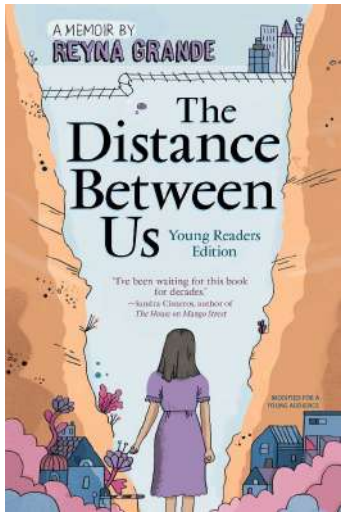

under the mesquite
Guadalupe Garcia McCall

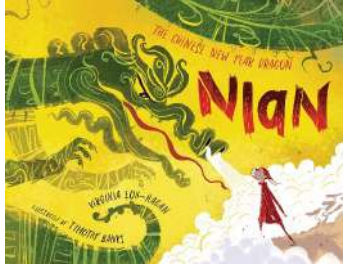
drawn together
MINH LÊ
DAN SANTAT

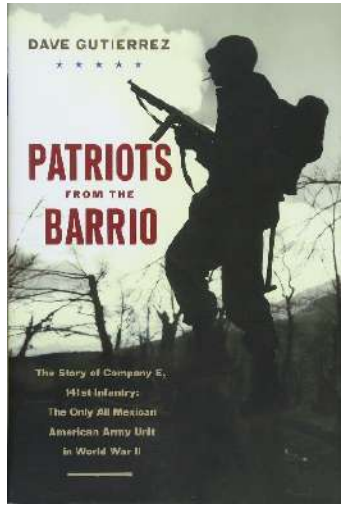

WHEN AIDAN BECAME A BROTHER
Kyle Lukoff


THE BITTER SIDE OF SWEET
a novel
TARA SULLIVAN

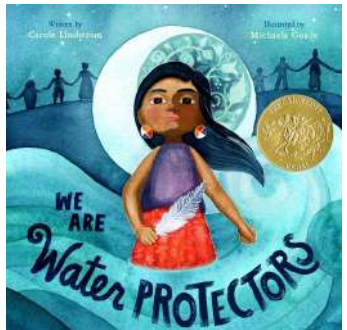

MY PAPI HAS A MOTORCYCLE
Isabel Quintero
illustrated by Zeke Peña

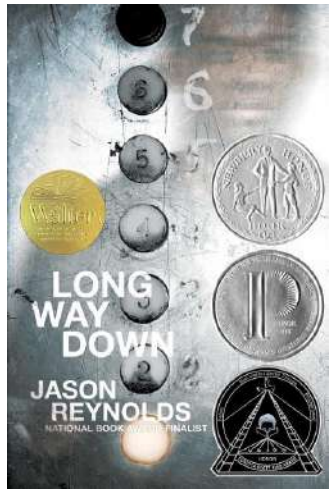

A MEMOIR BY REYNA GRANDE
The Distance Between Us
Young Readers Edition


Nian


DAVE GUTIERREZ
PATRIOTS FROM THE BARRIO
The Story of Company E, 141st Infantry: The Only All Mexican American Army Unit in World War II

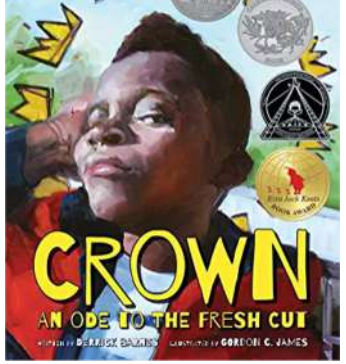
Dreamers
Yuyi Morales

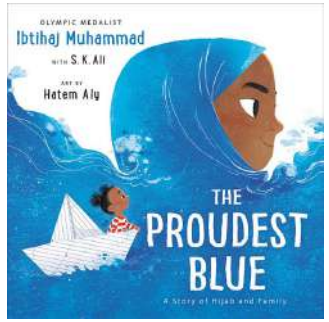

WE ARE Water PROTECTORS

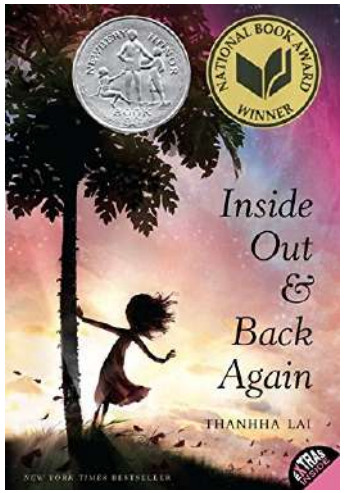

LONG WAY DOWN
JASON REYNOLDS

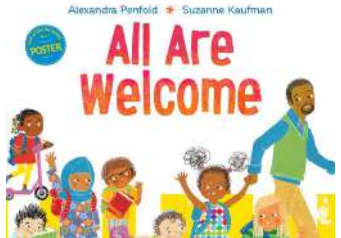
LUPITA NYONG'O
Sulwe
VASHTI HARRISON

NAHOKO UEHASHI
THE BEAST PLAYER

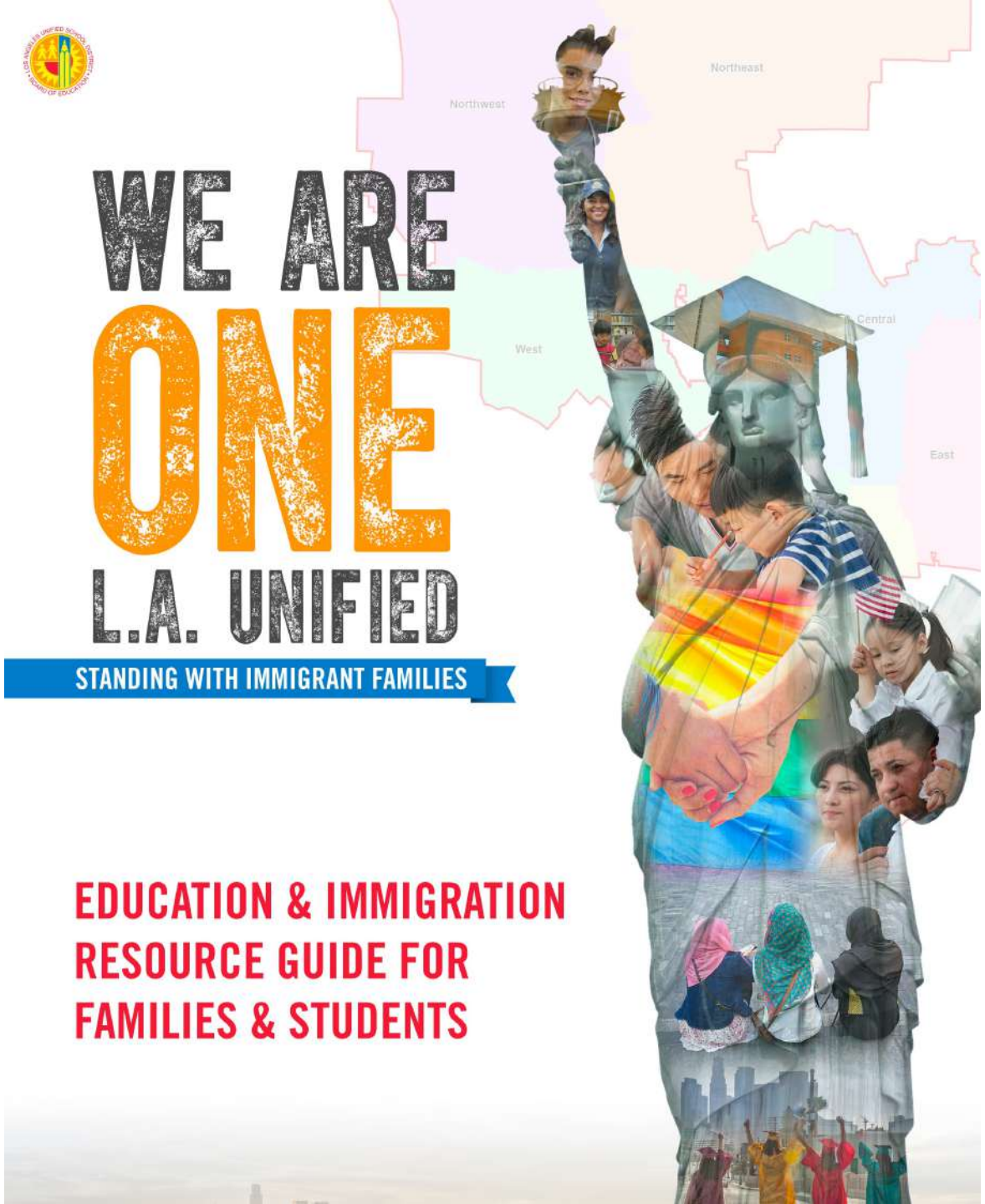

CROWN
AN ODE TO THE FRESH CUT


Ibtihaj Muhammad
with S. K. Ali
Hatem Aly
THE PROUDEST BLUE


NATIONAL BOOK AWARD WINNER
Inside Out & Back Again
THANHHA LAI


Alexandra Penfold
Suzanne Kaufman
All Are Welcome

**Formal statements and campaigns standing with and protecting immigrant families**




*See pages 45 – 54 in Toolkit 2 for tools and resources*

**Resources and supports for immigrant families and students**

# Assets- Oriented Schools

## Actions

- Staff have information and have time/take time to know their students and families
- Languages are visible on campus
- Names correctly pronounced
- Books reflect diversity
- Formal statement/vision re: valuing cultural and linguistic diversity
- Celebrate bilingualism
- Strong reciprocal family-school partnerships with immigrant/EL parents
- Staffing to support family connection and support
- Staff dialogues about ELs are characterized by assets language and paradigm – not deficiency
- Schools are safe sites for undocumented (Plyler rights)

## Toolkit #2 Resources

- *Reading*: "Loss of Family Languages – should educators be concerned?" and "The Importance of Affirming Home Language" Pg. 36-38
- *Reading:* "English Learners are not only English Learners – the Diversity Within" pg. 13-15
- *Resource Chart*: "Barriers/Challenges for EL Parent Engagement" pages 60 – 61
- *Tool*: "An Assessment: Strong Family-School Partnerships" g. 64 -67

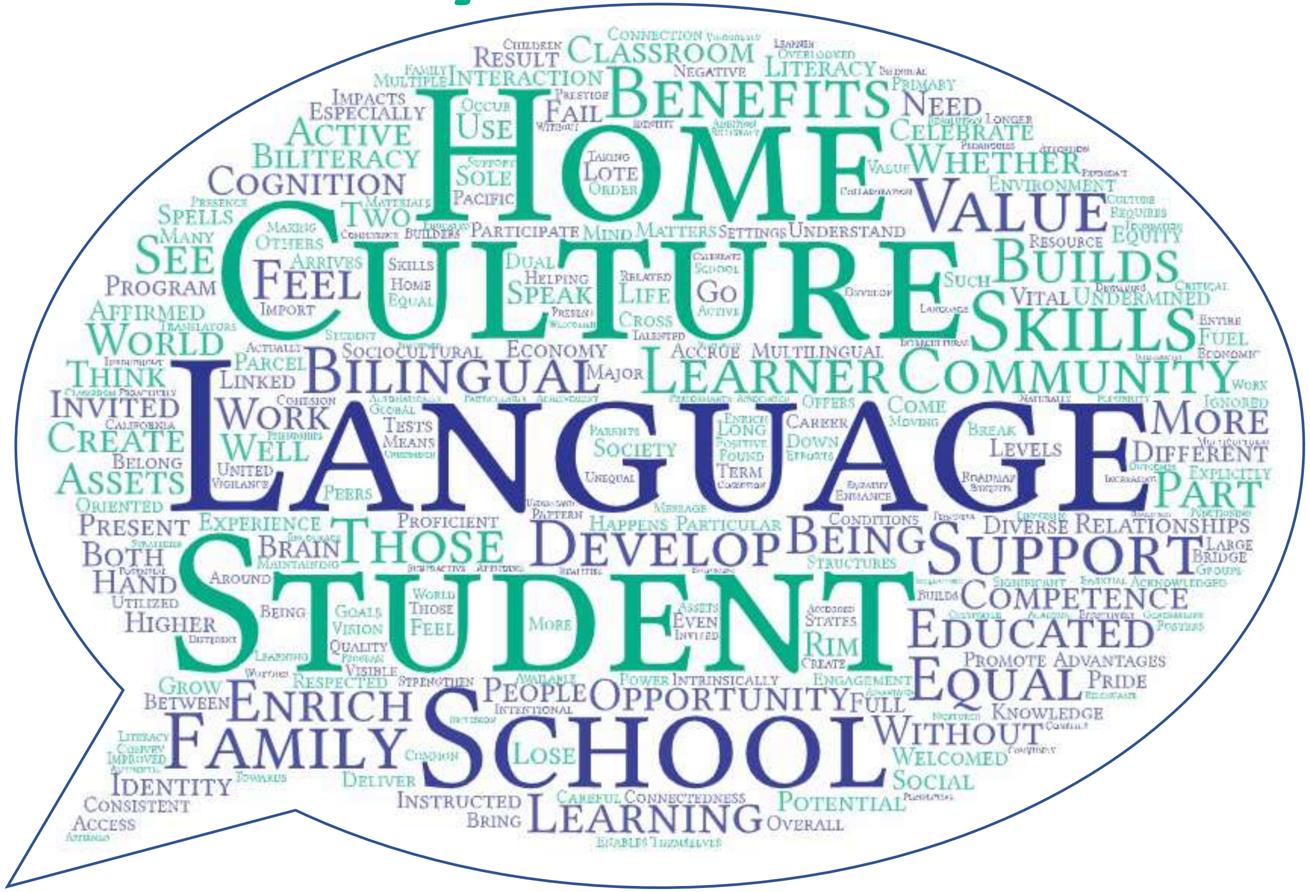
*To know what is going on with EL students means taking a hard look at whether they experience school as a welcoming and empowering institution or one that devalues their language, culture and family.*

***Do I know (do WE know) how our ELL students and families experience our school? HOW do we know?***

# Reflection – and share in Chat if you wish

What are the ways your school welcomes, affirms, embraces and creates a sense of belonging for your ELLs?

Where do you think work needs to be done?




*As always, please post any questions or comments/responses*

2

# PROVIDE INTELLECTUALLY RICH AND RELEVANT CURRICULUM AND INSTRUCTION –

# AND ENSURE MEANINGFUL ACCESS

*"English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy development and content learning as well as provide access for comprehension and participation through scaffolding and home language support/development. English learners have meaningful access to the full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages."*

# Build language!

| Second language development | What to look for in a classroom: |
| --- | --- |
| A new language is learned where there is a purpose and reason to understand and produce it. | Interesting, engaging topics to learn about and talk about<br><br>Positive relationships and multiple forms of student interaction |
| Students need many opportunities to practice and use language in multiple contexts. | Structured activities requiring talking and listening throughout the day and curriculum<br><br>Multiple formats for student talk (1:1, small group, play, presentations, etc.) |

| Second Language Development | What to look for in a classroom |
| --- | --- |
| The quality, extent, and authenticity of the language students hear and are exposed to matters. To learn English well, English learners need exposure to rich language and good English models | Teachers use expressive and complex language and vocabulary<br><br>The books students are being read include complex and expressive language<br><br>Sentence frames students are offered as support range from simple to complex |
| An ”affective filter” can prevent language processing in the second language. | Encouragement for ELLs<br><br>Supportive norms<br><br>Provision of time, patience |

| Second language development | What to look for in a classroom |
| --- | --- |
| Becoming proficient in a new language for academic purposes is a five to seven-year process. Where a student is along that journey has implications for the kind of language support needed. | Differentiated scaffolds, prompts, sentence frames and performance tasks.<br><br>Flexible student groupings that enable teacher to focus on language needs.<br><br>Teacher able to explain how instruction, scaffolding and support accommodates students at different levels of proficiency and language need.<br><br>* **Designated ESL/ELD** |

A lens on language development

# Language

**Speaking and listening**

- *Words/Vocabulary - to name and talk about their world*
- *Language Practices – purposes, routines, register*
- *Language Production – pronunciation, fluency*
- *Language Structures & functions – how language works and is put together*

*What language capacities do students need to develop?*

*What do we mean by language development?*

## What you should see and hear…

T Modeling expressive language
T Narrating
A lot of student talk (ELLs included)
Conversations (frequent, structured)
Teach vocabulary
Chanting and singing
Phonemic awareness activities (PK-1)
Naming/labeling
Questioning and prompting
Cross language connections
Language function focus
Support for translanguaging and L1
Structures & support for discourse
***A Language-rich environment***

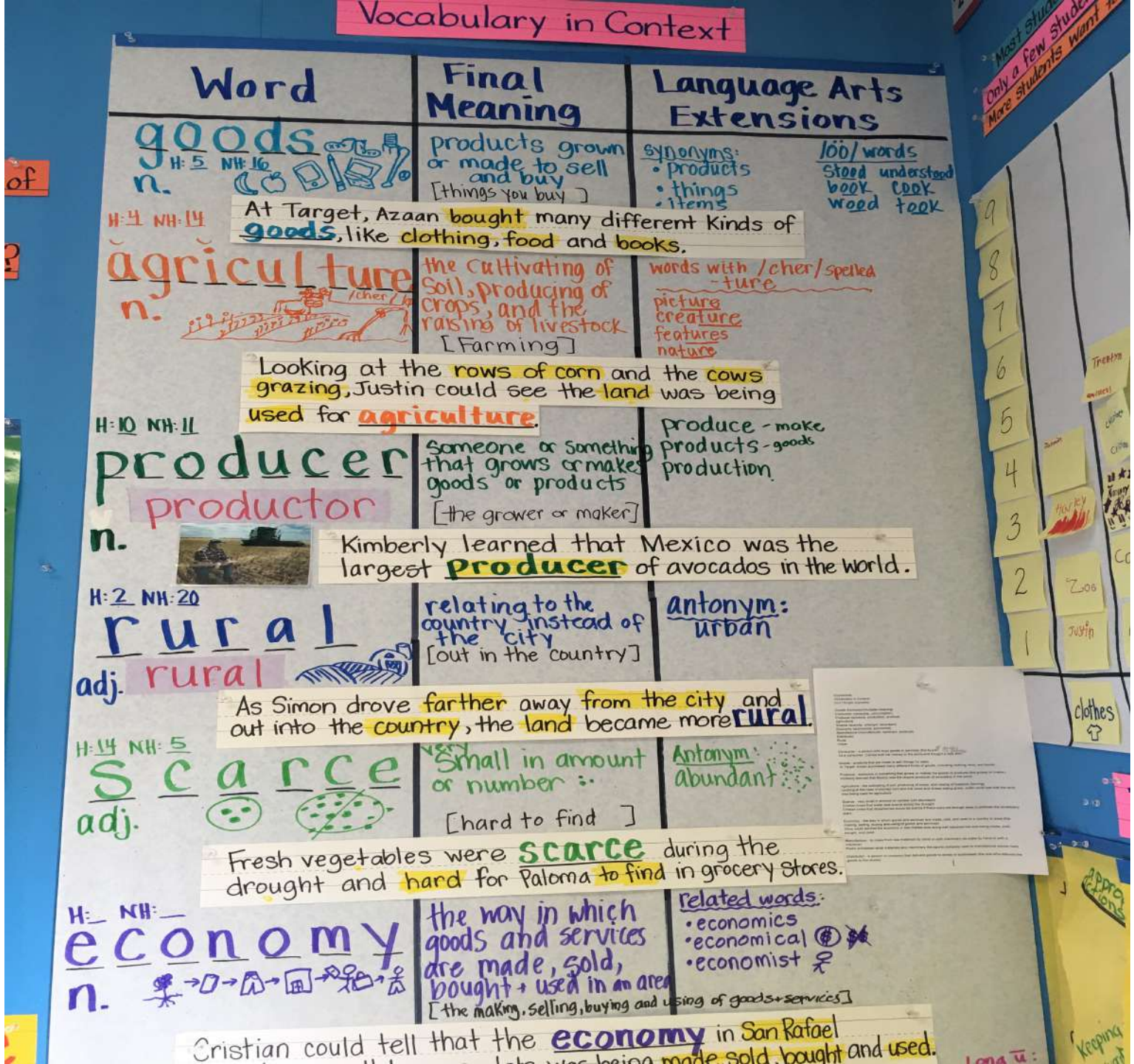
# Language

*(listening and speaking)*

- *Words/Vocabulary*
- *Language Practices*
- *Language Production*
- *Language Structures & functions*

Glimpses of what you might see:

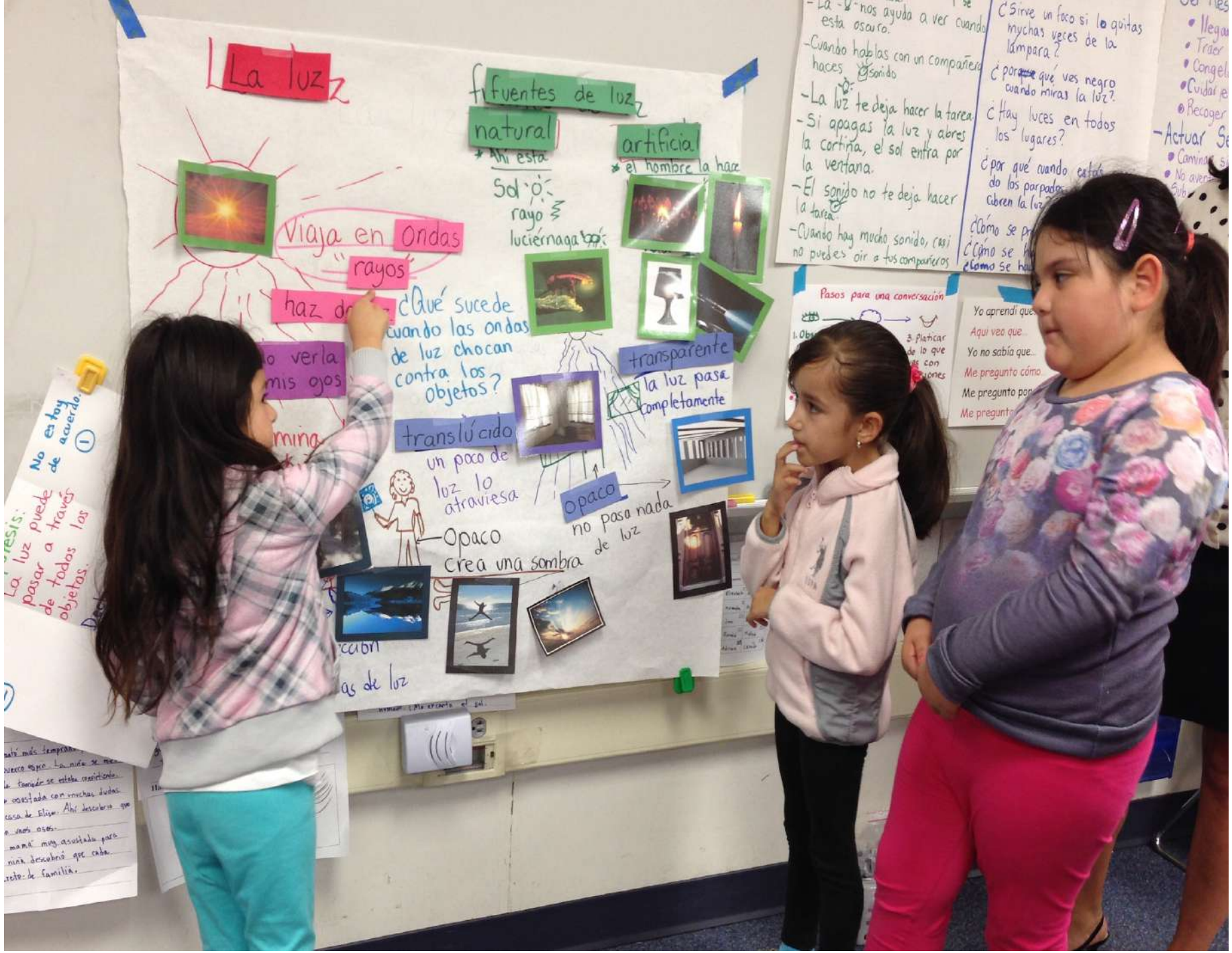
Teaching vocabulary *(in context)* related to the content being studied



Structured small group talk

*(like “think, pair share”)*

Conversations centered on hands-on, tangible, experiences…. with exciting, interesting things to name and label and talk about

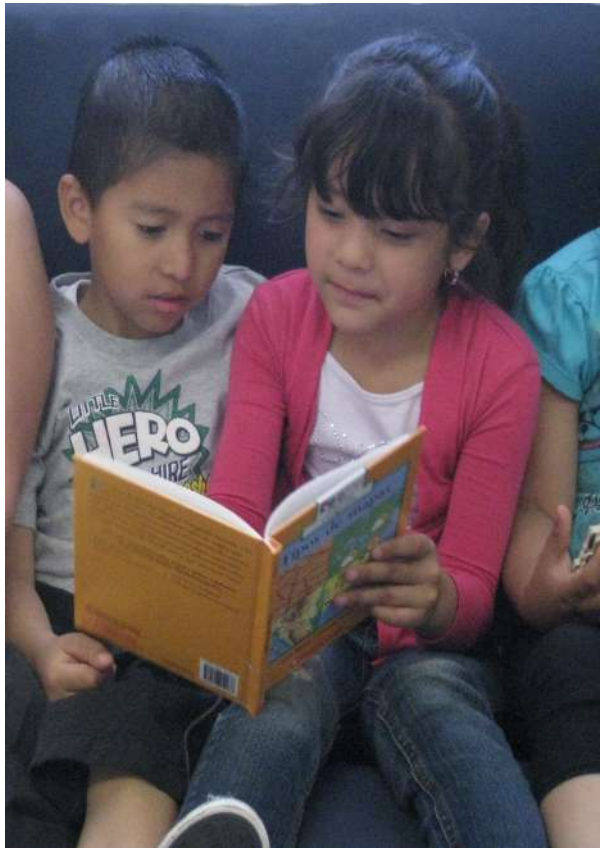



Collaborative conversations where students are engaged in making meaning

# *In home language and in English – for all their language & cultural worlds*

- Partnerships with families to support and encourage development of expressive, complex, authentic home language
- Pervasive school-wide and classroom messages about supporting and affirming bilingualism
- Teacher strategies for supporting and leveraging a child's home language even when not teaching in that language
- Building strong dual language programs and bilingual program options

# Build Literacy!



# Literacy

***(Language in print form)***

***Reading AND writing***

**Engagement** *(interest, purpose, connection to self, motivation, multiple uses)*

**Awareness** *(letters represent sounds, how text works, reading/writing reciprocity)*

**Skills** *(phonological awareness, concepts of print, decoding & phonics, word/letter recognition, writing mechanics, comprehension and meaning making, morphology)*

*What are the components of literacy that students need to master P3 to become proficient and engaged readers and writers?*

Free access to interesting books… including books in the home language!

# Frequent interactive read-alouds

**Hearing books**

**Noticing text structure**

**Talking about books**

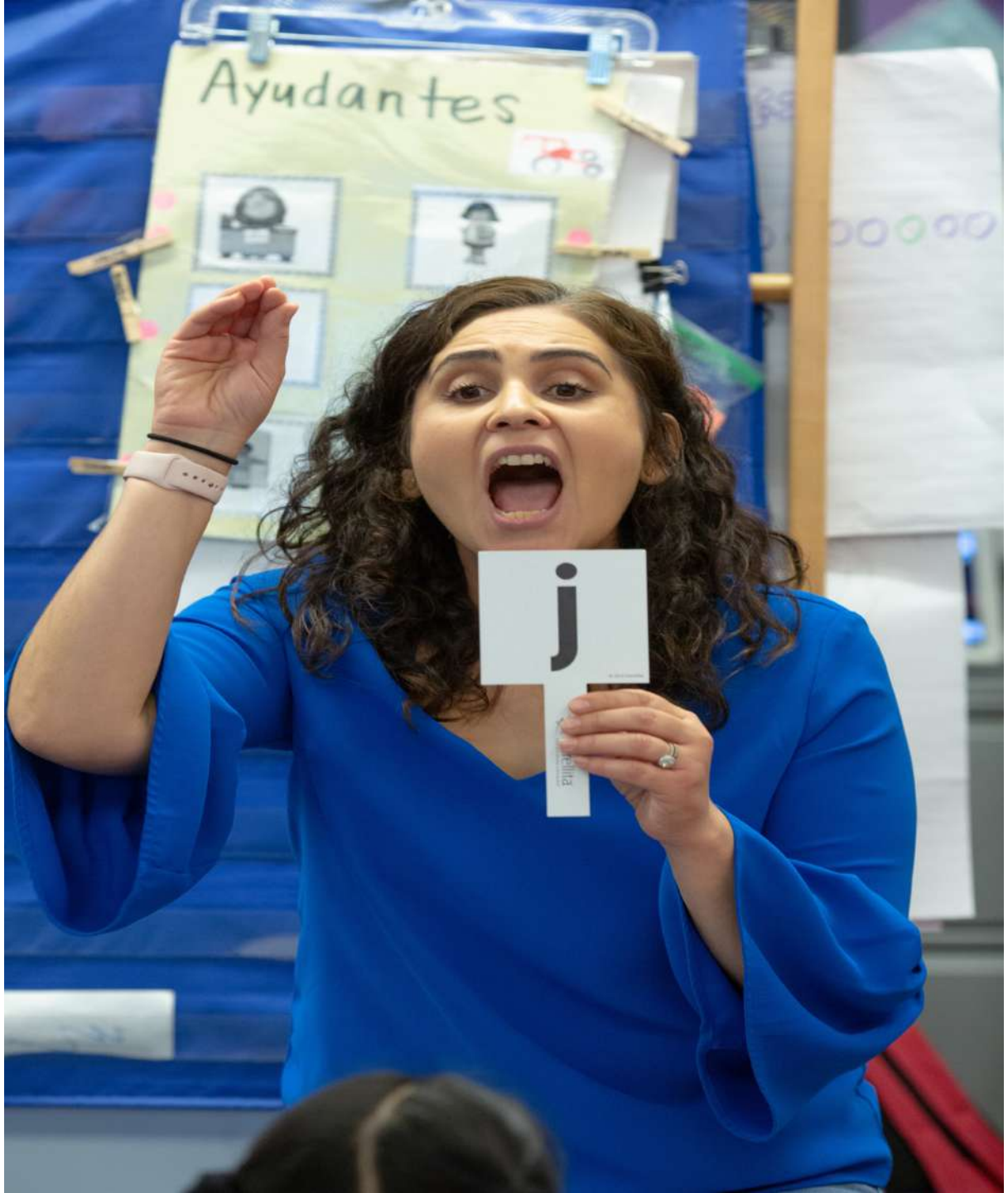
**Coming to understand the multiple purposes of books**

**Enjoying books**

**Developing vocabulary from books**

Systematic approach to teaching foundational skills

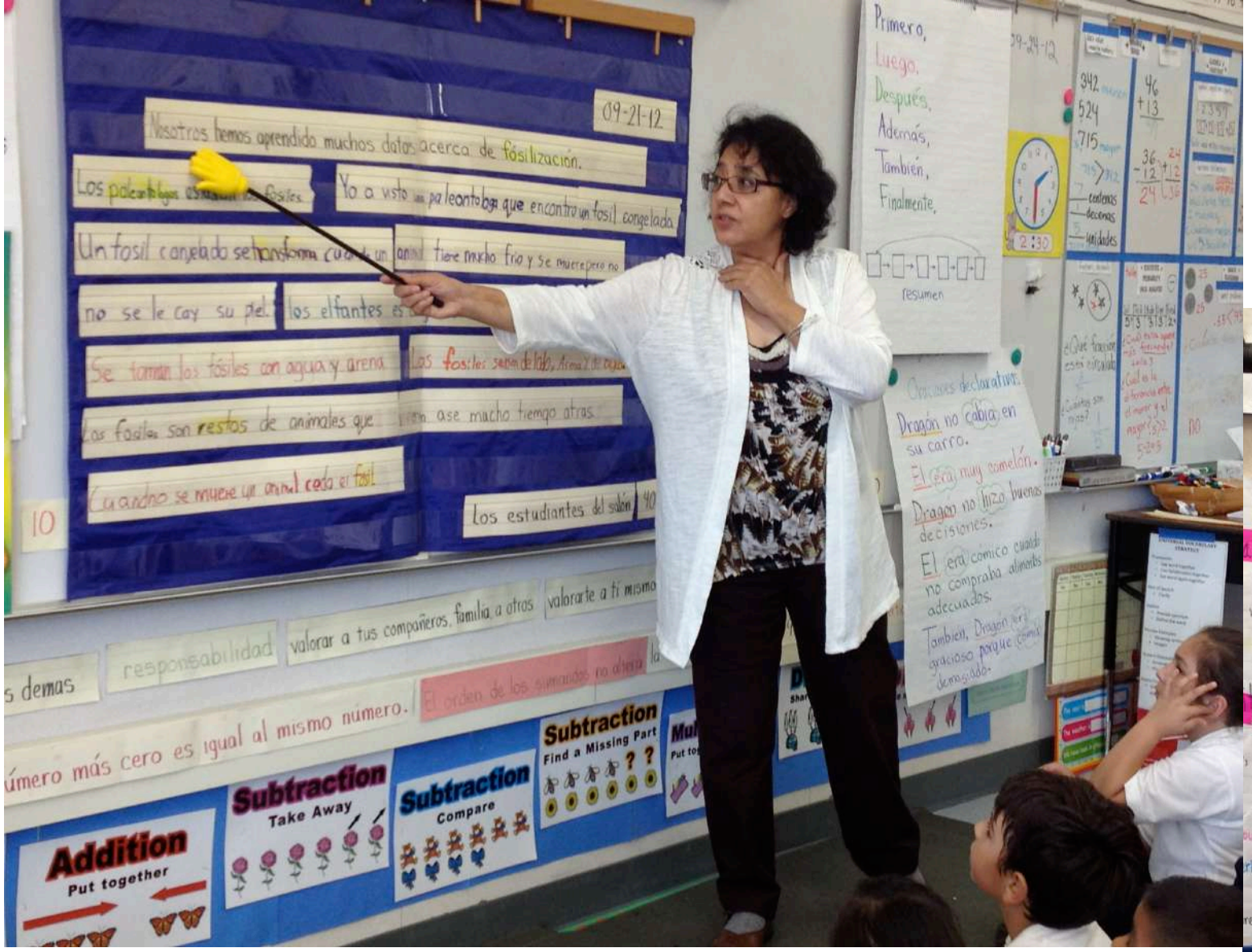
Small groups based on formative assessments and need

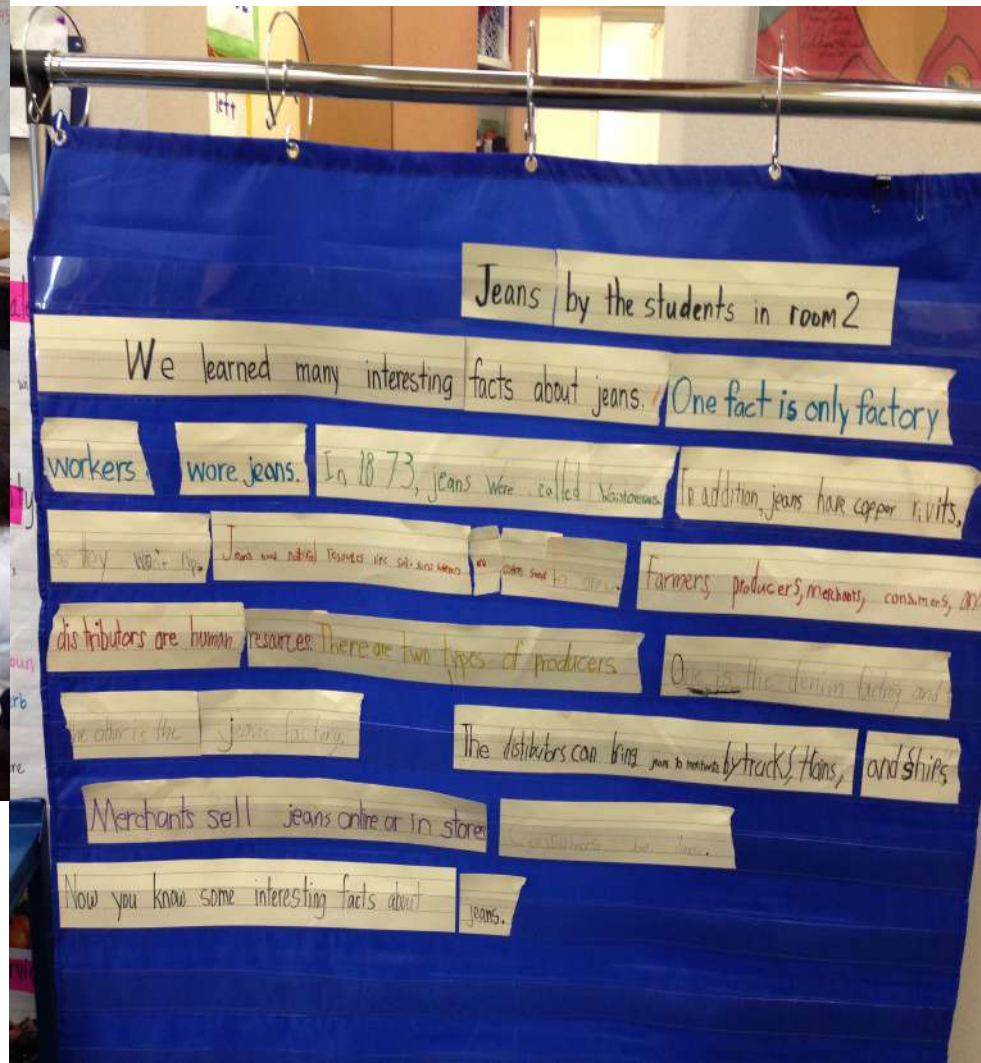


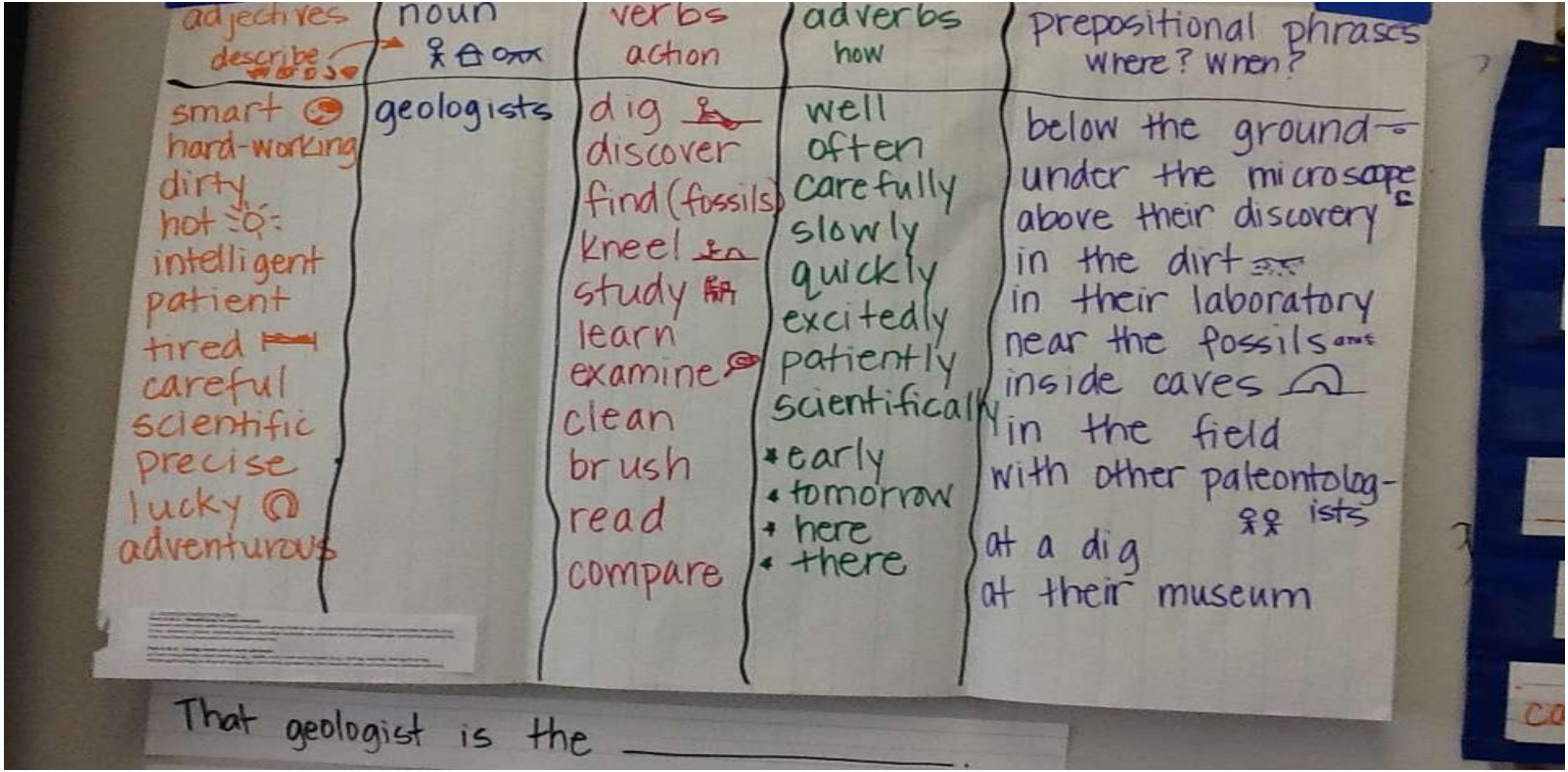
# Independent Reading and writing

*Note relevant text*

# Collaborative writing and editing

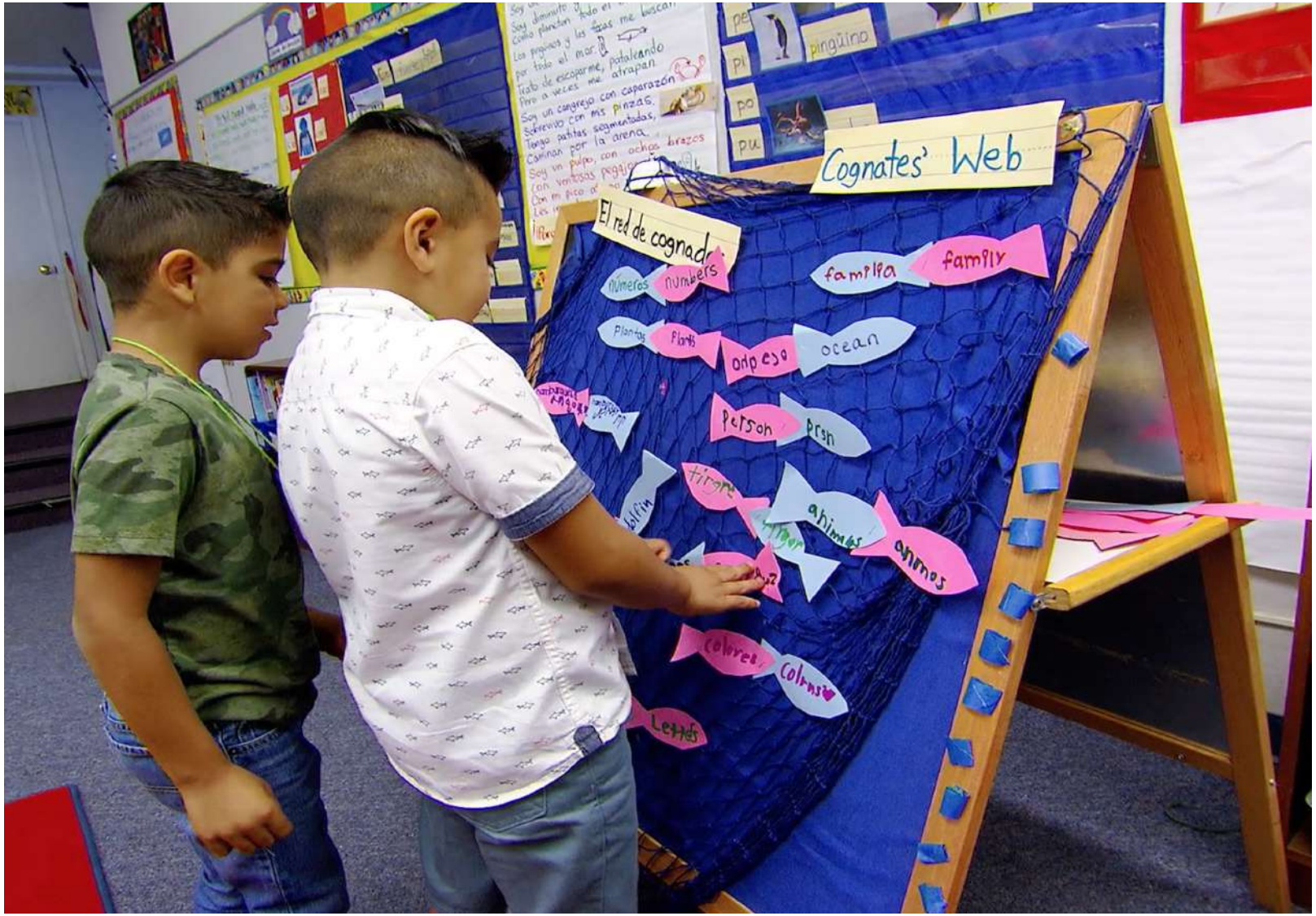




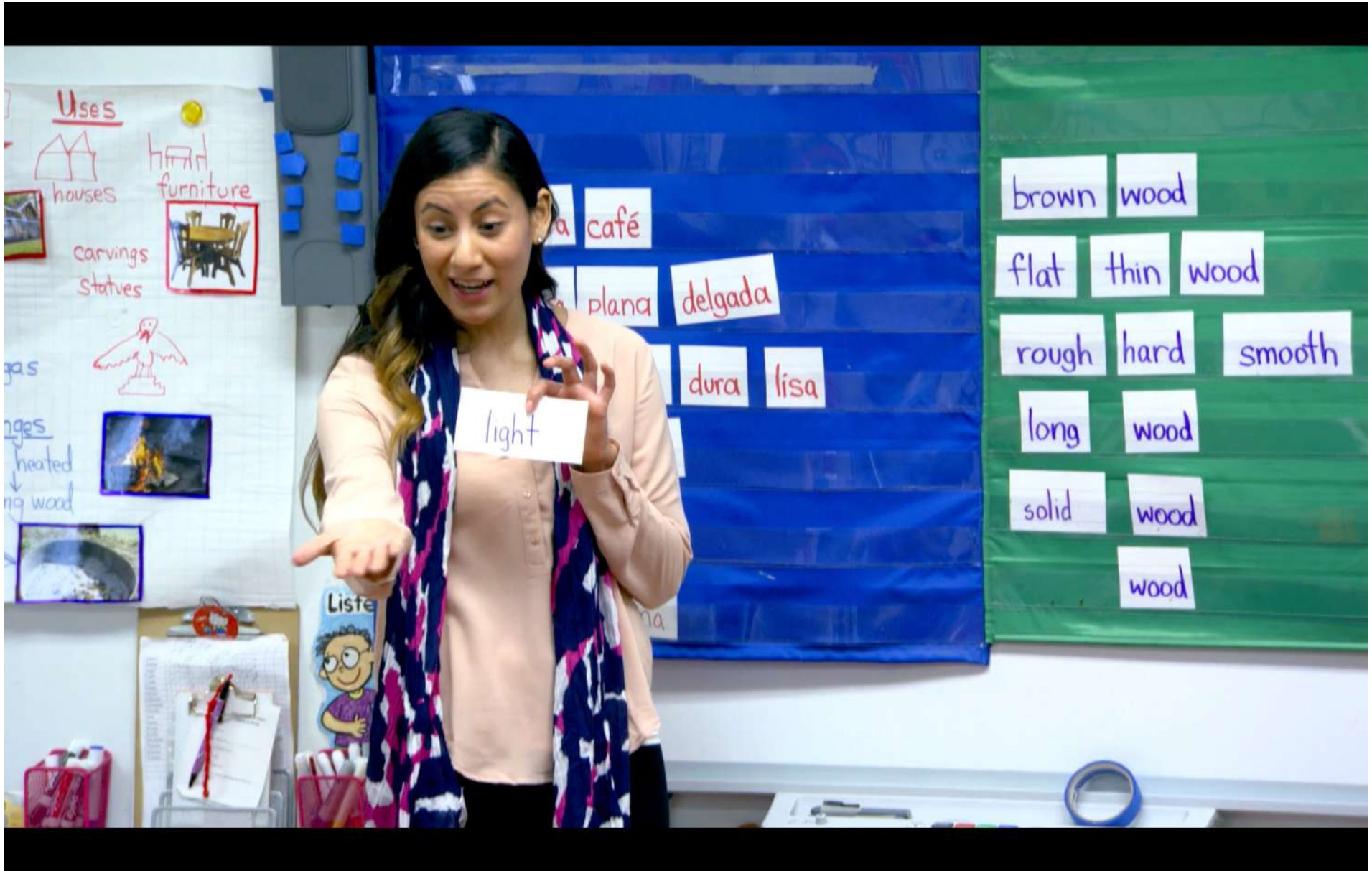

**A focus on complex sentence structures and how English works!**

# Leveraging home language in Cross language connections: word level



Talking about how language is structured and text complexity in home language as well

# Cross-language connections! How language works



# A comprehensive ELL supportive effective Literacy Model

Precursor Skills (preschool) →

**PRECURSOR Skills and Conditions**

(for 3 and 4 year olds, some 5 year olds –, in both home language and English)

- Oral language and vocabulary development
- Phonological awareness
- Memory and visual recall
- Print access and active engagement with books and text
- Early concepts of print and purposes of print (written and read)
- Early attentiveness to print, beginning letter knowledge

Essential Elements of Literacy Instruction →

**Essential ELEMENTS of Literacy Instruction (K+)**

| Foundational Skills | Essential Literacy Components |
|---|---|
| • Phonemic Awareness<br>• Letter knowledge and alphabet<br>• Phonics and Decoding (word recognition)<br>• Concepts of print<br>• Fluency | • Oral language development<br>• Vocabulary (and background knowledge) across content areas<br>• Comprehension and meaning-making<br>• Cross language connections & Metalinguistic Development<br>• Writing<br>• Print immersion/access and Active Engagement with Text |

Essential Contexts for Literacy Development →

**Essential CONTEXTS for Effective Literacy Development**

- English language development: How English works (for ELs)
- Integrated Content knowledge and Language/Literacy through thematic instruction
- Language-rich, print-immersive and content-rich learning environment
- High quality and culturally inclusive relevant materials
- Safe and affirming assets-based relationships and classroom/school cultures
- Embrace of home language and affirmation of bilingualism (for ELs)
- Differentiated instruction based on formative assessments

# Content

- *What they learn (knowledge of natural world and the social world – the content standards.)*
- *How they learn (inquiry, dramatic play, mimicry, investigation, observation, connections, collaboration, trial and error, construction, research, practice, realia and visuals, explanations, from experts, reading books/media)*

**In and across both of their languages – from home and school**

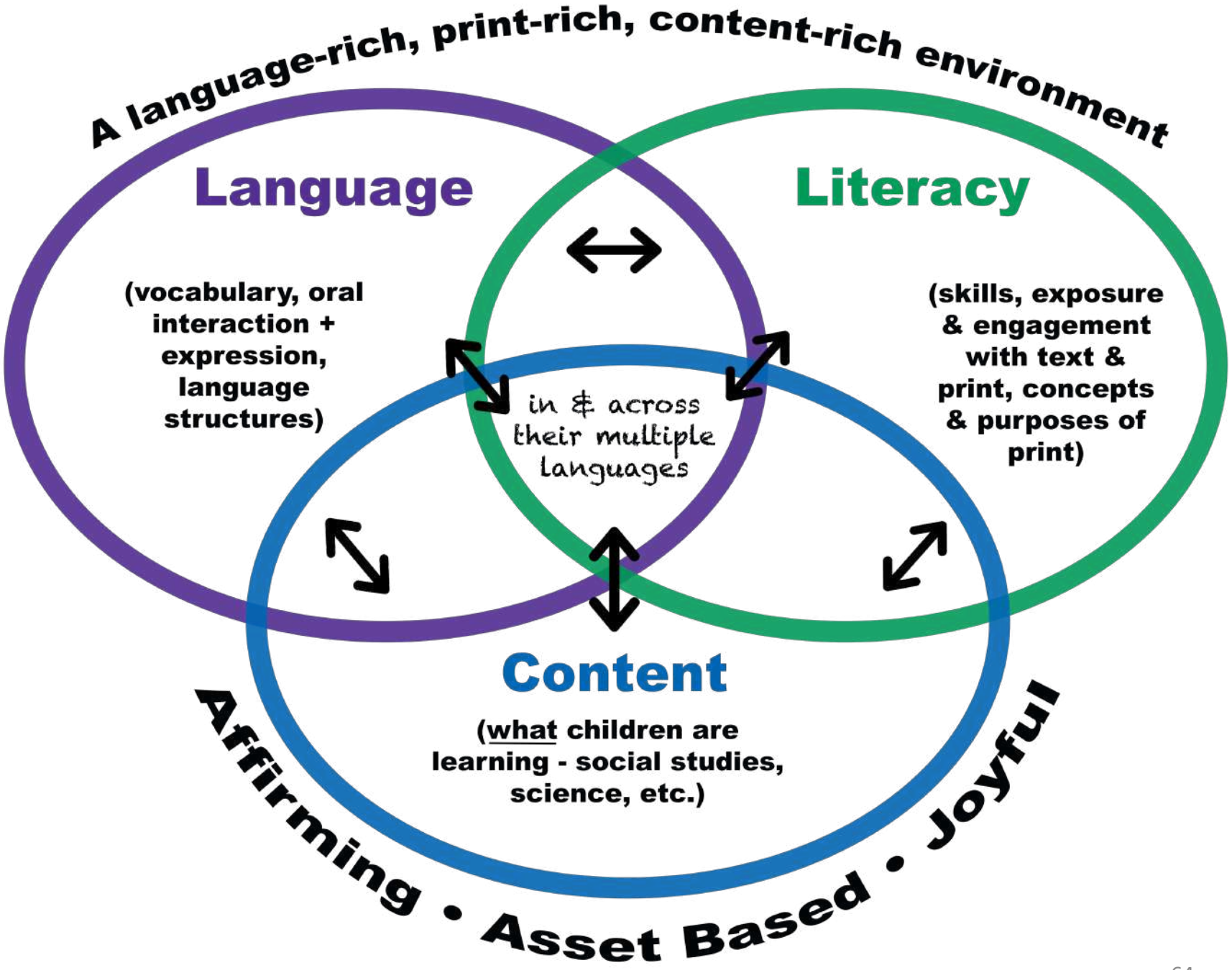
**The essential trifecta!**

**the <u>integration</u> of**

**language, literacy and content**

An **integrated,** interactive approach

Each domain supports, depends upon, and bolsters the others – creating a more **powerful** and **efficient** approach



SCIENCE CONTENT
"Fossils"

How is language learning involved?

How is literacy involved?

How might the way in which they are learning about fossils support language development? Literacy development?

# Where in the day – and which curriculum?

| Language Arts Block | Content Blocks (social studies, science) | Designated ESL |
|---|---|---|
| Language Arts standards rule and oral language and literacy skills are focus<br><br>Texts draw upon/utilize the vocabulary and content from CONTENT being learned<br><br>Use ESL supportive strategies to facilitate participation and comprehension<br><br>Cross language connections; L1/L2 leverage | Content standards rule and focus is the content standards<br><br>Integrated explicit language development –using ESL supportive strategies to facilitate participation and comprehension (“scaffolding”)<br><br>Language and literacy skills are utilized, practiced and given purpose during this time<br><br>Cross language connections; L1/L2 leverage<br><br>Home language resources in L1 | ESL standards rule<br><br>Designated ESL is planned in response to and preparation for engagement in content (e.g., language functions, language engagement)<br><br>Differentiated by EL proficiency level and formative assessments of need<br><br>Cross language connections; L1/L2 leverage – including potential specific Transfer time |

# Key takeaways

- A comprehensive program of English as Second Language (ESL) is required by law and is absolutely needed by ELs *(be sure ESL is happening, is geared to proficiency levels and needs, and is responsive to the language demands throughout the curriculum)* and must be supplemented with language development and support throughout the curriculum
- There must be a robust emphasis on oral language development, a comprehensive ELL responsive approach to literacy development, and strategies throughout all content to ensure comprehension, participation and access.
- Integration of language with content is strongly supported by research *(if you want to be sure ELs are getting what they need, you have to look at all areas of curriculum and instruction)*
- Teachers need multiple strategies for scaffolding comprehension and participation and building ELL's language.
- Leveraging home language in all classrooms is powerful and is strongly supported by research

# Quality of Instruction and Access

**Toolkit #3 Resources**

- *Resource: "What does this mean? Seven Terms Administrators should know" pg. 59 -63*
- *Activity: A Closer Look at Practice (vignettes). Pg. 50 – 52*
- *Reading and Chart: "What a School Leader Needs to Know about Second Language Development". Pgs. 43-45*
- *Resource: "Effective ESL/ELD Practice Vignettes and Video Resources" pg. 58*
- *Read and Reflect: "Preschool, Kindergarten: What does Intellectual Quality mean for our youngest learners?" pg. 70 - 79*

# ROLE OF ADMINISTRATOR AND LEADER

- Understand basic language development and the implications for the learning environment and curriculum
- Recognize and combat the undermining impacts of low expectations and deficiency paradigms
- Recognize the role and content of the state ESL/ELD Standards – and be sure your teachers are using them
- Be able to articulate the characteristics of effective instruction for ELs
- Engage teachers in dialogue about instruction for ELs that supports comprehension, participation and language learning
- Recognize effective strategies and assess the quality of instruction across classrooms
- Know about resources available to support and inform quality instruction for ELs
- Ensure the materials and conditions are present for delivering high quality instruction for English learners.

# Reflect –
# and post in the chat box:

*What is strong and effective in the instructional practices P3 at your school to support ELLs?*

*Which aspects of "language-rich" instruction and "language-literacy-content" integration seem most urgent to build skills and awareness about among your staff P-3?*

3

# CREATE COHERENCE, ALIGNMENT AND ARTICULATION ACROSS SEGMENTS, GRADE LEVELS AND CLASSROOMS

*"Understanding the nature of how young children learn and the hallmark indicators of quality instruction that respect and nurture the intellectual drive of young children are essential for school leaders. And knowing how this differs from a more traditional model of "academic rigor" that is so prevalent in the K-6 system is a foundation upon which school administrators can create the conditions and supports for effective early education for ELLs. Embrace the early years of schooling. Reach across the divide. Be the bridge that invites early childhood staff to the table. Be the learner who seeks out the substantial world of professional resources on quality early education. Be the voice advocating for needed resources for quality early education. Be the one who facilitated coherence and shared vision across the early education and primary grades in the service of ELL success."*

# Articulation P3

- Developmentally appropriate!
- Understand the early childhood precursors and foundations that lead to later academic success
- Avoid “push-down” academic approaches into the preschool years
- Works towards alignment and coherence in approach to ELL language development and embrace of home language
- Pay particular attention to supporting transitions and building bridges across preschool and Kindergarten
- Support for families in transitioning from preschool to Kindergarten
- Reconsider kindergarten as the Bridge

# Preschool, Kinder “Intellectual Quality”

## Toolkit 3: Pages 70 - 79

- Relationships are central
- Play is the primary context for learning
- Learning is integrated
- Intentional focus for ELLs/DLLs involves language-rich and language intentional instruction and environments
- Responsiveness to culture and language supports children’s learning
- Families are essential partners
- Home language must be invited, supported, present and developed

SEAL

*Example:*

# Instructional alignment P-elementary

# 12 High Leverage Pedagogical Practices

*Articulated across grade levels, but differentiated for developmental appropriateness and to align with grade level standards*

1. Complex, Academic Vocabulary Development.
2. Structured Oral Interaction and Academic Discourse.
3. Exposure to Rich Literature and High-Level Informational Text.
4. Purposeful, Interactive Engagement with Text
5. Authentic Writing.
6. Dramatic Play and Inquiry based Learning
7. Graphic Organizers and Visuals.
8. Continuous Checks for Comprehension.
9. Collaborative Practice and Skills of Teamwork.
10. Cross language connections (transfer)
11. Language Development Through Arts Infusion.
12. The World in the Classroom.

English (ESL) *with home language support*

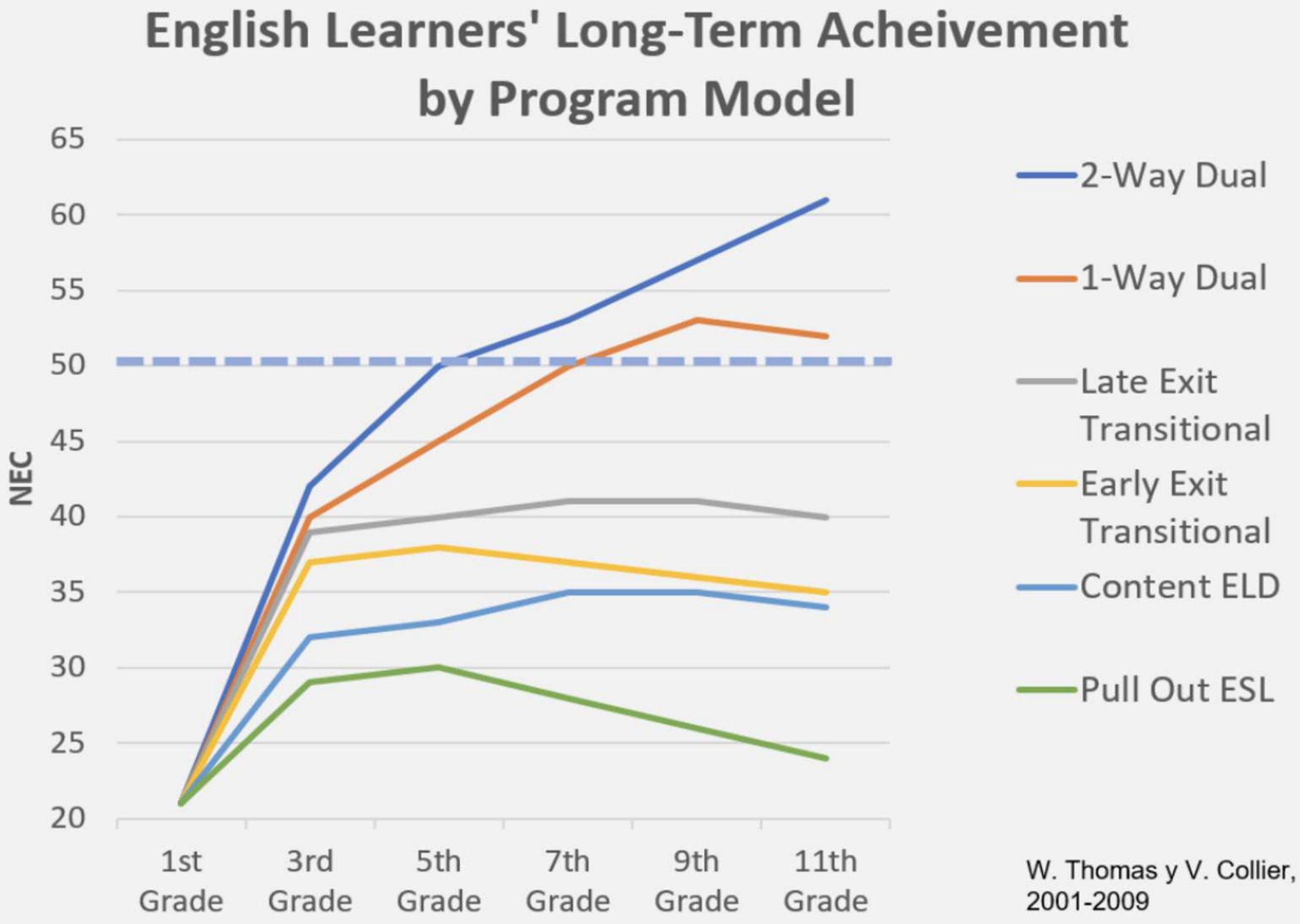
Transitional Bilingual Program

Dual language/ Biliteracy program (1 or 2 way)

Articulated language program pathways across grades are built and implemented for ELLs to attain English proficiency and biliteracy.

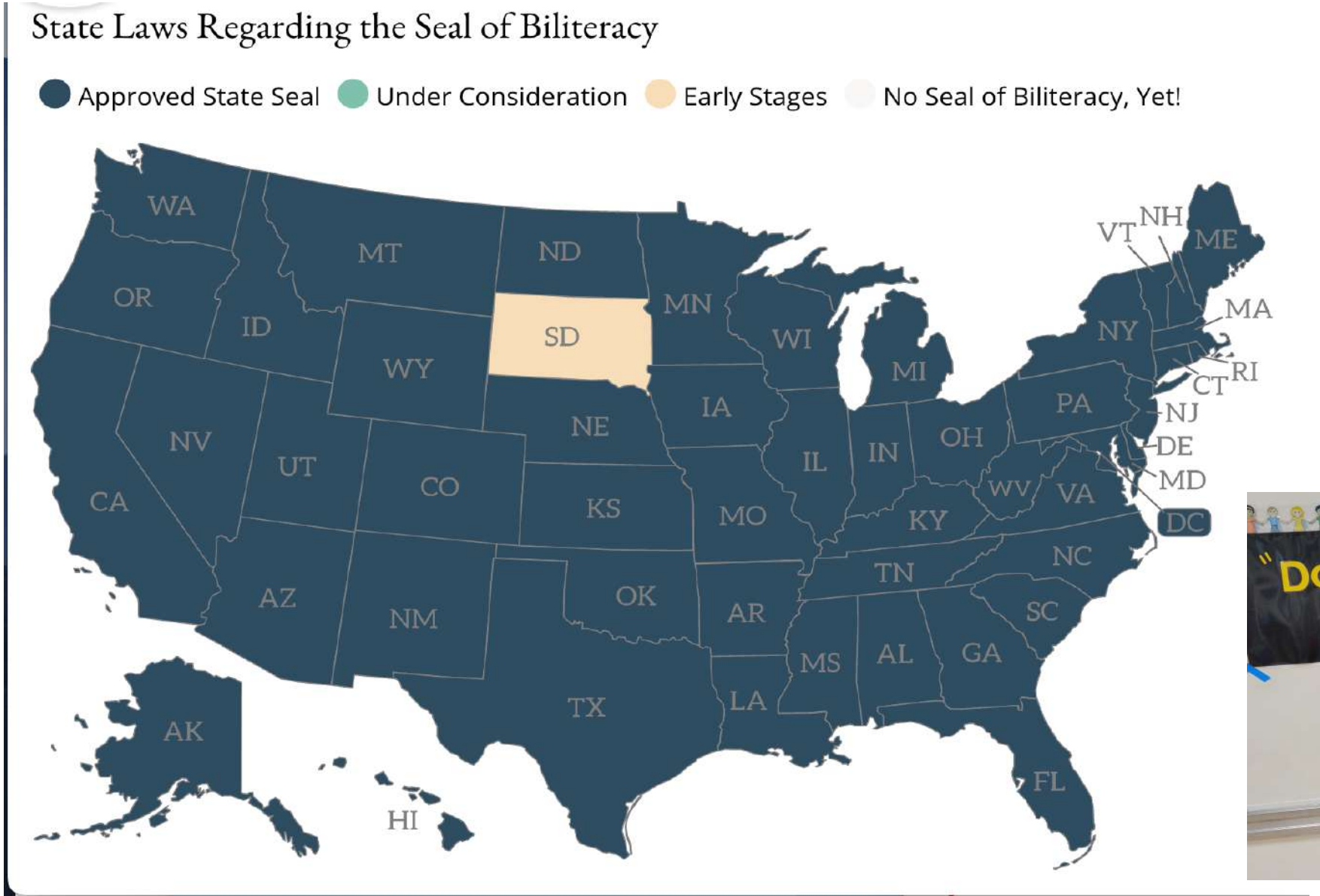
**Coherent, aligned Language Program Pathways**

English reading achievement by language program model




W. Thomas y V. Collier, 2001-2009

# All the way to biliteracy!



4

# BUILD THE CONDITIONS FOR EFFECTIVE IMPLEMENTATION

# MAKE IT POSSIBLE TO GET FROM HERE TO THERE

# Supports: Make it possible!

- Professional learning, collaboration and support
  - Time for collaboration and planning
  - Facilitation and coaching
  - Grade level and cross-grade, school wide learning
- Assessment, data and monitoring
  - Valid, reliable, linguistically appropriate assessments
  - Use of formative assessments to inform and adapt instruction
  - Progress monitoring *(prevent Long Term English Learners)*
- Appropriate materials
  - Resource materials and libraries in multiple languages
  - “Authentic literature
  - High level expressive language, high quality informational texts with graphics/visuals

**Centralize and integrate MLLs/ELLs/DLLs**

Centralize and integrate ELLs in a system of shared responsibility

Maintain the visibility of and attention to the needs and assets of ELLs through advocacy-oriented and equity-focused leadership

**Equity-focused and Advocacy Oriented Leadership**

Look for and encourage the joy in learning!

The joy and satisfaction of teaching!

The gift of diversity in the classroom!

Your voice and leadership matter!

**Why does this matter to you?**
**Let it be known!**

# Thank you for your work and leadership!

Laurie Olsen
lolaurieo@gmail.com