

Educating the Educators of English Learners: PD and Job-Embedded Supports

October 8, 2015

Annie Laurie Duguay

Center for Applied Linguistics

Associate Director

PreK-12 EL Professional Development

Responding to the Needs in Education

- ▶ Growing numbers of English learners (ELs) (Office of English Language Acquisition, 2015)
- ▶ Significant gaps between ELs and non-ELs, including disproportionate graduation rates, high drop-out rates and low college completion (Kim, 2011; Schott Foundation, 2012; Gándara, Maxwell-Jolly, & Driscoll, 2005).
- ▶ Teachers feel unprepared to implement CCSS instruction for English learners and have had minimal preservice or in-service training related to teaching ELs (EPE Research Center, 2013 ; U.S. GAO, 2009).
- ▶ High quality instruction has been shown to have a positive impact on learning of ELs (Moats, Foorman, & Taylor, 2006).

What is Quality PD?

- ▶ Aligns to goals, standards, assessments and other initiatives
- ▶ Focuses on core content and models teaching strategies
- ▶ Includes active learning
- ▶ Provides opportunities for collaboration
- ▶ Includes embedded follow-up and continuous feedback

Archibald, S., Coggshall, J., Croft, A., & Goe, L. (2011). *High-Quality Professional Development for All Teachers: Effectively Allocating Resources*. National Comprehensive Center for Teacher Quality.

What is Quality PD for Teachers of ELs?

- ▶ Includes all of the above and:
 - Recognizes the diversity of English learners
 - Promotes understanding of language acquisition and proficiency levels
 - Includes strategies to integrate content and language
 - Builds cultural proficiency
 - Strengthens ability to recognize language skills required to be successful
 - Promotes collaboration between ESL, content, and other educators
 - Encourages building on the first language and strategies to promote additive bilingual learning

Planning for Quality PD

- ▶ Planning with all stakeholders
- ▶ Providing needs assessment/technical assistance
- ▶ Offering tailored workshops
 - For local student population
 - By grade level and content area
 - For teacher needs
 - For local initiatives
 - Hybrid online/face-to-face format
- ▶ Aligning to local standards (content and ELD)
- ▶ Establishing mechanisms for feedback and follow-up support
 - Tickets out & evaluations
 - Follow-up conversations
 - Coaching, lesson study, PLC planning meetings



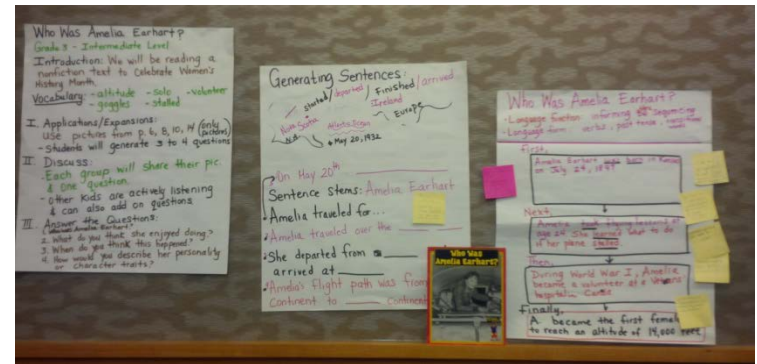
Implementing Quality PD Workshops

- ▶ Clear objectives
- ▶ Modeling classroom activities and best practices for English learners
- ▶ Case studies, sample lesson plans, and video classrooms
- ▶ Hands-on active practice
- ▶ Group grade-level planning
- ▶ Formative assessment
- ▶ Classroom examples at various grade levels/content
- ▶ Evaluation and sustained support



Listening to Teacher Needs

- ▶ Strategies to use tomorrow*
- ▶ Content anchored in grade-level standards
- ▶ Classroom-based examples
- ▶ More rigorous content
- ▶ Guided planning time
- ▶ Differentiation for lower proficiency levels
- ▶ Techniques for working with SLIFE students at the secondary level
- ▶ Tools for working in native language/dual language programs



Responding to the Needs

- ▶ Integrated content and language PD
 - SIOP Model
 - Developing Academic Language and Literacy in the Content Areas
 - Newcomers in Your School
 - Math and Science: Skills and Strategies to Adapt for ELs

- ▶ English language development services
 - What's Different about Teaching Reading to ELs
 - Research-Based Vocabulary
 - Oral Language Development
 - Strengthening Refugee Orientation and ESL Provision

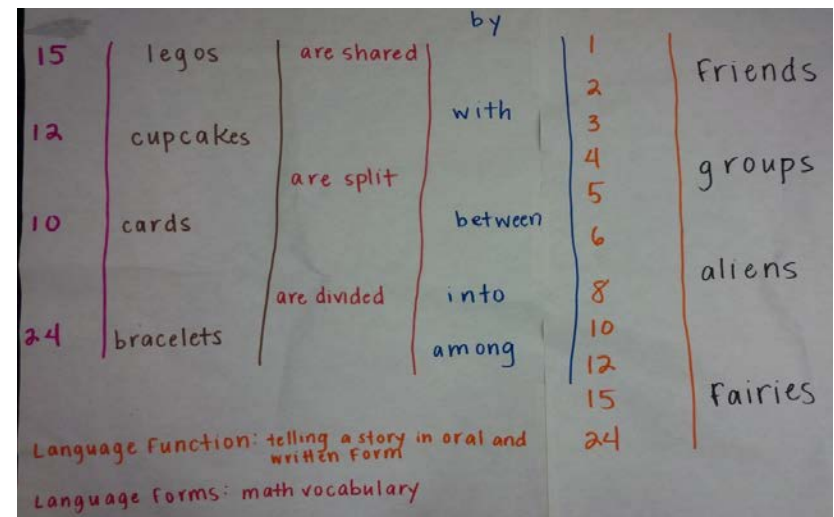
- ▶ Dual Language services
 - Dual Language Leadership
 - Foundations of Dual Language Education
 - Two-Way SIOP
 - Spanish Literacy Institute

Key Trends: CCSS and English Learners

The CCSS provides a focus on language for all students.

- ▶ Emphasis on disciplinary practices and embedded language.
- ▶ Increasing emphasis on collaboration between content and ESL teacher (co-teaching model)
- ▶ Attention on reading, writing, listening, and speaking (21st century language skills)

Duguay, A., Massoud, L., Tabaku, L., Himmel, J., & Sugarman, J. (2013).



Key Trends: Dual Language Programming

Dual language programming supports bilingual, biliterate and bicultural development.

- ▶ Need for qualified teachers and teacher programs
- ▶ Need for PD and technical assistance on program implementation
- ▶ Need for PD on metalinguistic awareness and differences between languages
- ▶ Need for appropriate standards in additional languages
- ▶ Need for PD on co-planning across target languages



Key Trends: Instructing Newcomers

A welcoming school environment is critical to students' academic success and social-emotional development.

- ▶ Response to refugees and other recent arrivals
- ▶ Requires comprehensive approach
- ▶ Instructional needs
- ▶ Programmatic needs
- ▶ Social-emotional needs



Echevarría, Vogt, & Short, 2008; Hansen, 2010; Henderson & Mapp, 2002; Rodriguez, Ringler, O'Neal, & Bunn, 2009; Steward, 2008; Suárez-Orozco, Suárez-Orozco, & Todorova, 2009; Tannenbaum & Berkovich, 2005; Wilkins & Kuperminc, 2010; Zell, 2009

Challenges in Implementing PD Effectively

- ▶ Buy-in and involvement from leadership
- ▶ Buy-in and involvement from educators
- ▶ Funding for sustained follow-up
- ▶ Capacity building
- ▶ Range of cultural proficiency
- ▶ Programmatic challenges
 - Clearly defined
 - Flexible enough to adapt based on demographic shifts
 - Advocacy
 - Implementation time
 - Scheduling
- ▶ Leadership and staff turnover

Thank you!

- ▶ Please contact CAL with any questions.

Annie Duguay

Associate Director

PreK-12 EL Professional Development

aduguay@cal.org

Selected References

- ▶ Archibald, S., Coggshall, J., Croft, A., & Goe, L. (2011). *High-Quality Professional Development for All Teachers: Effectively Allocating Resources*. National Comprehensive Center for Teacher Quality.
- ▶ de Jong, E.J. (2011) *Foundations for Multilingualism in Education: From principles to practice*. Philadelphia, PA: Caslon.
- ▶ Duguay, A., Massoud, L., Tabaku, L., Himmel, J., & Sugarman, J. (2013). *Implementing the Common Core for English learners: Responses to common questions* (Practitioner Brief). Washington, DC: Center for Applied Linguistics.
- ▶ EPE Research Center (2013). Findings from a national survey of teacher perspectives on the Common Core. Retrieved from http://www.edweek.org/media/epe_survey_teacher_perspectives_common_core_2013.pdf
- ▶ Moats, L. C., Foorman, B. R., & Taylor, W. P. (2006). How quality of writing instruction impacts high-risk fourth graders' writing. *Reading and Writing: An Interdisciplinary Journal*, 19, 363–391.
- ▶ Santos, M., Darling-Hammond, L., & Cheuk, T. (2012). Teacher development to support ELLs. *Understanding Language: Language, Literacy and Learning in the Content Areas*. Stanford, CA. Retrieved from: <http://ell.stanford.edu/papers/policy>
- ▶ United States Government Accountability Office. (2009). *Teacher preparation: Report to the Chairman, Subcommittee on Higher Education, Lifelong Learning, and Competitiveness, Committee on Education and Labor, House of Representatives*. Retrieved from: <http://www.gao.gov/new.items/d09573.pdf>