

# Academic Language: Equity for ELs

**NCSU Annual ESL Symposium**

May 19, 2017

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*Includes information from Title III/ESL Update to WCPSS Board Members (Student Achievement Committee) on May 9, 2016*



# Why is the district plan for ELs important?

## Language Assistance Programs for ELs must:



Be based on a sound educational theory,



Be implemented effectively with sufficient resources and [appropriately trained] personnel, and



Be evaluated annually to determine whether they are effective in helping students overcome language barriers (and achieve academic success).

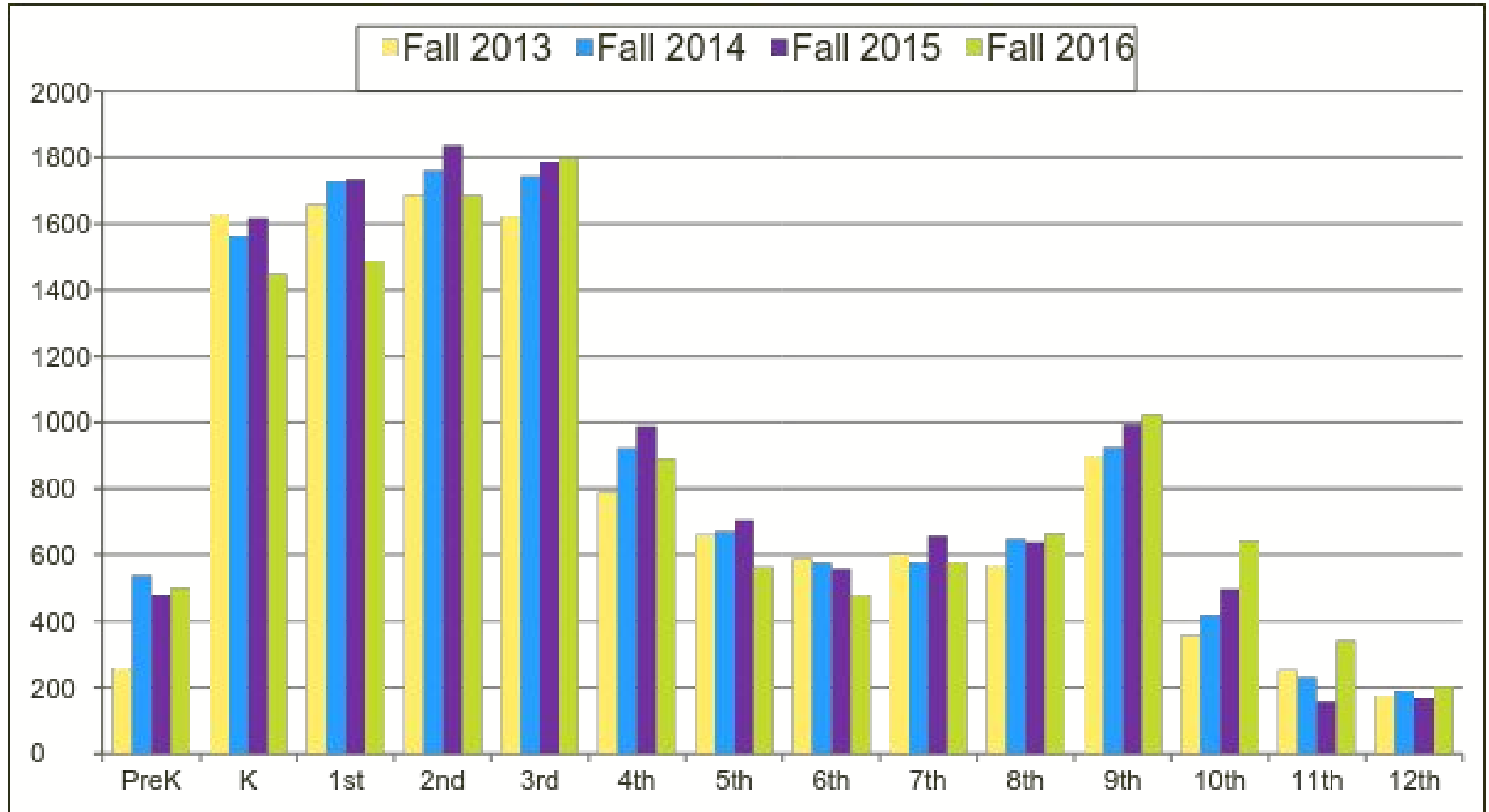
Castañeda v. Pickard, 648 F.2d 989 (5th Cir. 1981);

U.S. Department of Education, Office for Civil Rights. (2014, October). *Dear colleague letter: Resource compatibility*;

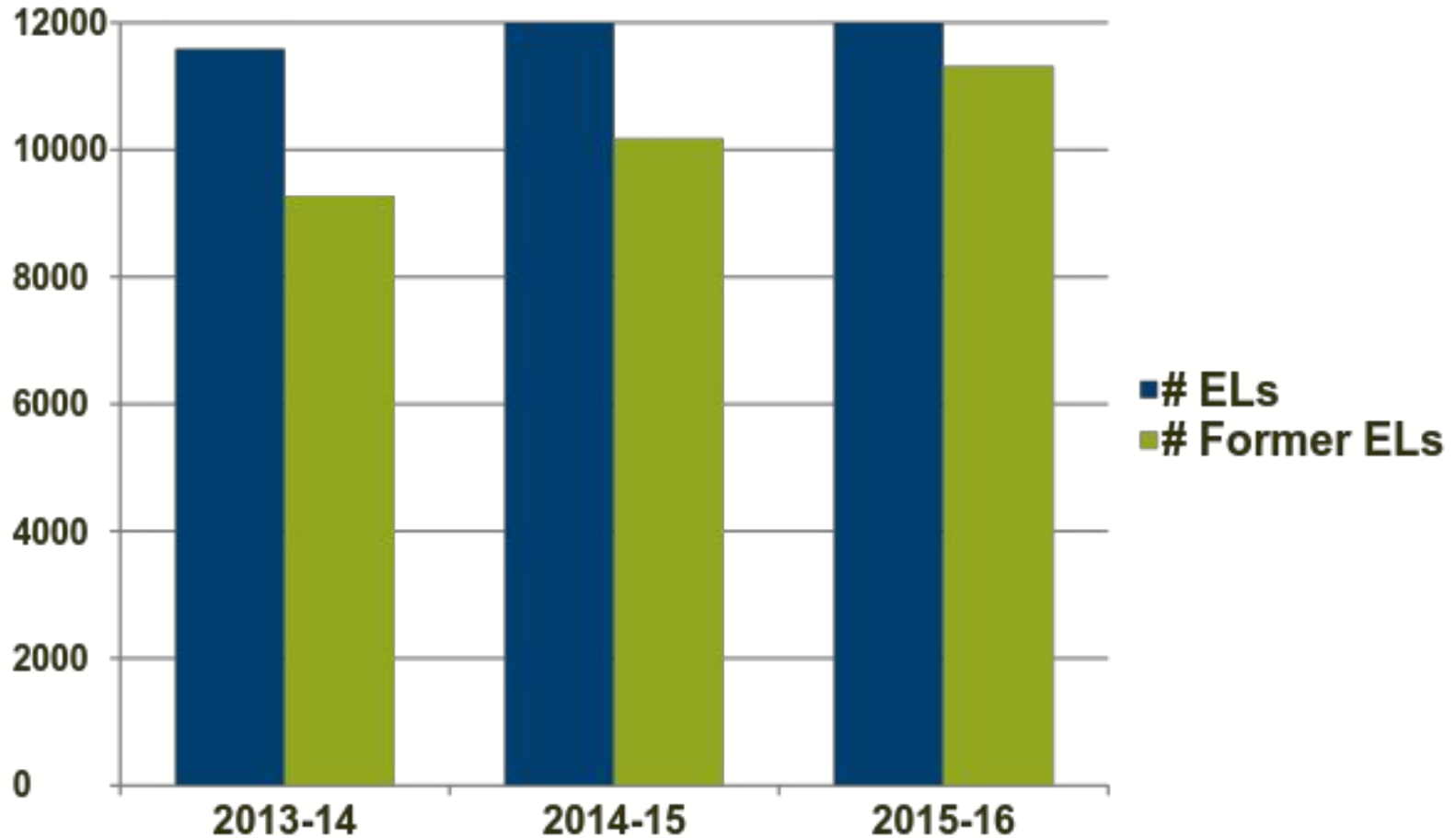
U.S. Department of Education, Office for Civil Rights, & U.S. Department of Justice. (2015, January). *Dear colleague letter: English learner students and limited English proficient parents*.

# Annual October 1 “Headcount” of ELs in WCPSS

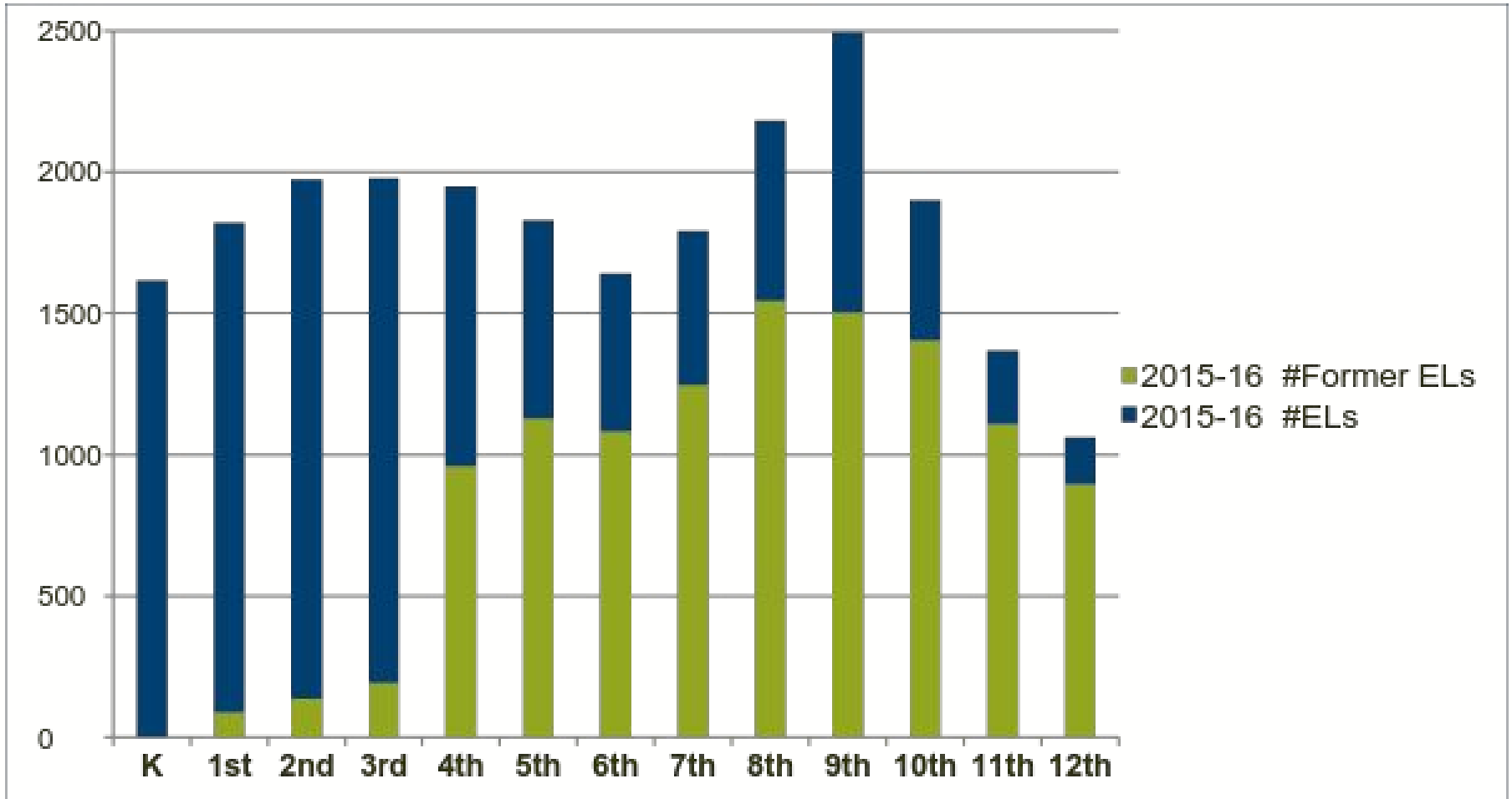
Submitted to North Carolina General Assembly in November



# # Former ELs Increasing



# # ELs & Former ELs 2015-2016



# WCPSS Language Assistance Program for ELs

## WCPSS Language Assistance Program for English Language Learners Overview, Grades K-5

The level of service for each ELL is determined based upon the student's best match to the criteria listed below.

Comprehensive (code 3a)			Moderate (code 3b)			Transitional (code 3c)		
<ul style="list-style-type: none"> <li>Students tend to be in Year 1 or Year 2 of schooling in U.S.</li> <li>Have very limited or no English language proficiency</li> <li>Able to participate in learning activities with extensive language scaffolding</li> <li>Struggle significantly to manage classroom content</li> <li>Require scaffolding and modification to participate</li> </ul>			<ul style="list-style-type: none"> <li>Students tend to be in Year 3 or Year 4 of schooling in U.S.</li> <li>Able to converse with teachers and peers in English about familiar topics and some academic topics</li> <li>Able to participate in classroom activities with some language scaffolding</li> <li>May be able to manage grade-level content with language scaffolds</li> </ul>			<ul style="list-style-type: none"> <li>Students tend to be in Year 5 (or more) of schooling in U.S.</li> <li>Able to converse with teacher and peers in English about most academic topics</li> <li>Able to participate in classroom activities with occasional language scaffolding</li> <li>Manage grade-level content with occasional need for support scaffolds</li> </ul>		
W-APT	K (1 <sup>st</sup> Semester)	Listening & Speaking = 0-8	W-APT	K (1 <sup>st</sup> Semester)	Listening & Speaking = 9-17	W-APT	K (1 <sup>st</sup> Semester)	Listening & Speaking = 18-26
	K (2 <sup>nd</sup> Semester) Gr 1 (1 <sup>st</sup> Semester)	Listening & Speaking = 0-8 Reading 0-4 or Writing 0-4		K (2 <sup>nd</sup> Semester) Gr 1 (1 <sup>st</sup> Semester)	Listening & Speaking = 9-17 Reading 5-9 or Writing 6-11		K (2 <sup>nd</sup> Semester) Gr 1 (1 <sup>st</sup> Semester)	Listening & Speaking = 18-26 Reading 10-13 or Writing 12-16
W-APT or ACCESS	Gr 1 (2 <sup>nd</sup> Semester) Gr 2- Gr 5	Overall PL 1-3	W-APT or ACCESS	Gr 1 (2 <sup>nd</sup> Semester) Gr 2- Gr 5	Overall PL 1-4	W-APT or ACCESS	Gr 1 (2 <sup>nd</sup> Semester) Gr 2- Gr 5	Overall PL 4-4.8
		Reading or Writing PL 1-3 Speaking or Listening PL 1-3			Reading or Writing PL 2-3.5 Speaking or Listening PL 2-4			Reading or Writing PL 3.5 - 6 Speaking or Listening PL 4-6

### Specialized English as a Second Language (ESL) Instruction

Comprehensive ESL	Moderate ESL	Transitional ESL
<p><b>Scheduled ESL class</b> Build foundational language that is requisite for beginning ELs to communicate about a particular essential concept, skill, and/or process.</p> <p><b>In-class ESL</b> Not recommended at this level of service</p> <p><b>ESL Co-teaching</b>—Not recommended as the only specialized ESL instruction at this level of service because scheduled ESL is necessary to develop Tier 1 language.</p> <p><b>Collaboration within Core</b> Link ESL instruction to the core teachers' lessons by targeting essential language related to topics and concepts being taught.</p>	<p><b>Scheduled ESL class</b> Facilitate interaction using the four domains of language to build academic language related to a particular grade-level concept/skills/learning</p> <p><b>In-class ESL</b> Provide language instruction within the classroom as described in the ESL teacher schedule submitted to the ESL office. Maintain the integrity of ESL pedagogy by integrating language development strategies that support core instruction.</p> <p><b>ESL Co-teaching</b> Plan and prepare for shared instruction on a regular basis (ESL teacher together with content teacher). Both teachers are assigned to the class for the duration of the school term. (WCPSS ESL Co-Teaching PD required)</p> <p><b>Collaboration within Core</b> Link instruction across grade levels by integrating particular words/phrases, sentences and discourse used frequently and/or in a variety of settings.</p>	<p><b>Review of achievement</b> Interact with grade level teachers periodically to discuss ELL's current levels of achievement</p> <p>Bring attention to factors that present unnecessary language barriers for more proficient ELLs</p> <p>Provide structured sessions for individual students to establish goals, periodically reflect on progress, and consider next steps.</p> <p>Provide student writing clubs, before or after-school homework clubs, tutoring clubs, book clubs, etc. as ESL teaching schedule permits.</p> <p>Provide after-school programs.</p> <p><b>Collaboration within Core</b> Share insights regarding supports and scaffolding needed by individual ELLs in mainstream settings.</p>

August 2012; October 2014; August 2015

## WCPSS Language Assistance Program for English Language Learners Overview, Grades K-5

### Schoolwide Language Assistance

In addition to specialized ESL services, WCPSS schools provide language supports/services to ensure ELLs have access to grade level instruction in all areas during the school day. Strategic scheduling, professional learning opportunities for teachers of ELLs and purposeful clustering of students support the delivery of schoolwide LIEP services.

The **examples** listed below illustrate appropriate types of language assistance for ELLs at each level of service.

Comprehensive Services	Moderate Services	Transitional Services
<p><b>Sample Language Scaffold:</b> Use a graphic organizer/visual depiction to clearly present essential ideas/content during a lesson, then again for assessment. (Familiarity with the format allows focus on the language of the activity).</p> <p>Provide non-linguistic supports for ELLs to engage in the content as they acquire foundational language and structures related to the lesson (in all four domains).</p> <p>Distill tasks and homework to one or two essential learnings.</p> <p><b>Collaboration with ESL teacher</b> Prepare to scaffold language demands of a lesson, including intentional modeling of selected foundational language to be introduced and/or reinforced by the ESL teacher.</p> <p><b>Professional Learning</b> Explore and apply strategies that help ELLs at this level access main ideas/concepts.</p>	<p><b>Sample Language Scaffold:</b> Plan for structured practice of academic language early in lesson to prepare ELLs to participate immediately.</p> <p>Build on students' familiar academic language when introducing a new skill/concept.</p> <p>Ensure homework assignments and tasks can be completed in a reasonable amount of time.</p> <p><b>Collaboration with ESL Teacher</b> Prepare to guide practice of academic language and structures needed for participation.</p> <p>Consider student's current level of English language proficiency and how learning can be expressed.</p> <p><b>Professional Learning</b> Explore and apply language scaffolds to ensure participation in learning experiences and access to grade-level learning.</p>	<p><b>Sample Services:</b> Post content objectives in student friendly language for the most essential learning for a lesson/unit.</p> <p>Post language objectives that specify the language needed for the student to actively participate and access the content.</p> <p>Provide remediation/enrichment classes (flexible grouping within those classes).</p> <p>Provide writing club or writing class.</p> <p>Facilitate expanded word knowledge and use of academic language that represents abstract concepts.</p> <p>Encourage participation in extracurricular activities.</p> <p><b>Professional Learning</b> Guide and facilitate students' use of increasingly complex academic language.</p>

*Individual LEP Plans are created annually based upon the most recent data available and the professional judgement of the student's teachers responsible for instruction, including Special Education and Intervention teachers. Language support is provided to students identified as both EC and LEP, as determined appropriate by the IEP and LEP Teams. Intervention support (Tier II or Tier III) and content instruction are appropriately modified and scaffolded, based upon students' language proficiency levels.*



Comprehensive

Moderate

Transitional

### Clarify Use of Criteria to Determine Student's Level of Language Support

- Clearly communicate how to determine levels of language support.
- Clarify factors that directly impact an EL's capacities to participate in learning experiences using English.
- Guide and inform how levels of service change as ELs develop academic English.
- Recognize how language and content are taught and assessed differently.

### Clarify the Role of ESL Teachers in Program for ELs

- Specify which ESL approaches/methodologies are provided in WCPSS.
- Implement ESL instruction with fidelity (based on sound educational theory).
- Convey critical importance of collaboration between teachers of ELs.

### Clarify Language Supports Needed Schoolwide

- Demonstrate the types of language assistance needed at each level of service for ELs to be able to participate meaningfully.
- Describe how language scaffolds support ELs and allow access to learning.
- **Facilitate collaboration and sharing of expertise between teachers of ELs.**
- Establish an expectation that teachers develop their capacity to **scaffold learning** for ELs.



# Schedule Review Summary

## Types of ESL Services in 2015-16







Reported by WCPSS ESL Teachers N=177

<b>Elementary N=121</b>		<b>Middle School N=27</b>		<b>High School N=29</b>	
Scheduled ESL	114	Scheduled ESL	27	Scheduled ESL	29
In-Class ESL	50	Advanced Language Support	13	Advanced Language Support	7
Co-Teaching	11	Co-Teaching	3	Co-Teaching	7
Planning/Teaching/ Collaborating (Before/After School)	74	Extra Support Before/After School, During Lunch	21	Extra Support Before/After School, During Lunch	27






# Fidelity Check: Academic Language is Essential

-  **Language IS the means of instruction.**
-  Students demonstrate conceptual understandings through language.
-  Students of other languages and non-standard English bring knowledge and experiences that are valuable. They are bright and capable.
-  Decisions about students' abilities are based upon their use of standard academic language.
-  Teachers modeling of academic language is critical. Oral language is a bridge to literacy.
-  Vocabulary is one aspect of academic language. Words are useful only when put together to convey meaning.

*BOE Update December 8, 2014. Improving the WCPSS Language Instruction Educational Program (LIEP) for English Language Learners.*

# WCPSS ESL Instructional Mission & Goals July, 2014

Ensure effective language instruction and services for ELs occur within specialized ESL and during the rest of the school day. 

## ESL Teachers:



Understand and prepare ELs to use **complexity of language needed for success in core** instruction



Learn to recognize, formatively assess and document **progression of language development**



Understand how to connect data to language development when **interpreting results of benchmark** and summative assessments; **interpret the data** from annual ACCESS results to inform instruction

*BOE Update December 8, 2014. Improving the WCPSS Language Instruction Educational Program (LIEP) for English Language Learners.*

# Collaboration Across Areas

Title I

Academic Partners

Office of Student Assignment  
Counseling and Student Services

Student Information Systems

Special Education Services

Office of Early Learning

Intervention Services

Human Resources



# WCPSS District Efforts (December, 2014)



## Focus on Literacy

Disciplinary Literacy, K-12 Writing Rubrics, SWRL



## Cultivating Successful Core for ELLs:

Research & Practice Series central office and school partners



## Collaboration with Academics Partners

Scaffolding Social Studies for ELLs, Co-Teaching Collaborative, Academic Language focus



## ESL Program Evaluation

ESL schedule review; Instructional Audit, ESL courses, Lit review

### Next Steps in Spring 2015

Help teachers facilitate meaningful interaction for frequent language practice that reveals the thinking behind learning.

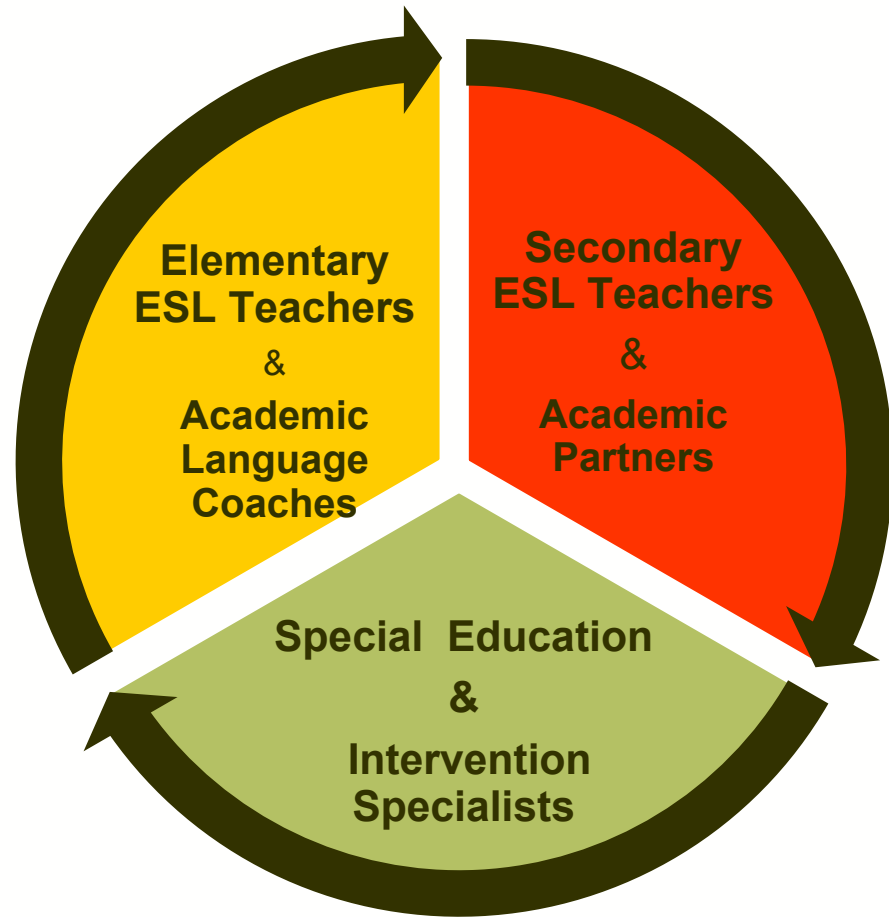
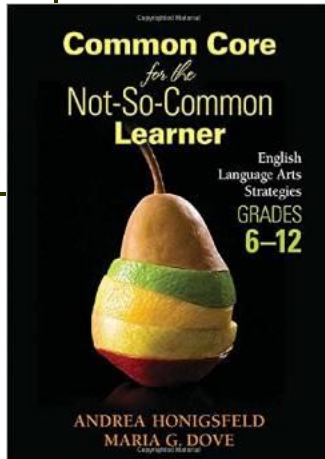
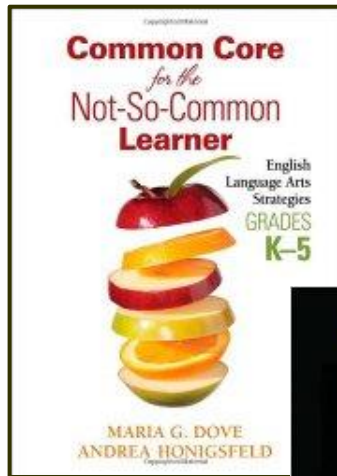
Cultivate expertise across central office teams to facilitate use of academic language for learning.



# Professional Learning Series

## Teaching and Assessing Academic Language Development

December 1 or 2, 2015 and May 3 or 4, 2016



# ESL Pedagogy: An Emerging Area of Study

	Research	Focus
1970s-1990s	Bilingual Education v English-Only	Language of Instruction
1978	Higher Order Thinking for Learning <sup>18</sup>	Language is a tool to mediate understanding.
1996-1998	Natural Approach, BICS & CALP <sup>5,9,17</sup>	ESL theory emerges (cognitive and sociocultural)
1998-2000	National Reading Panel	Identify best ways to teach reading (English-only)
2000	SIOP Framework as Schoolwide Approach <sup>6</sup>	Practices for teaching content and language simultaneously
2002	National Study of Long-Term Academic Achievement <sup>14</sup>	What impacts long-term academic success for ELs?
2003	Academic Language for English Learners <sup>12</sup>	Focused on international university students
2005	National Review of Research <sup>7</sup>	What evidences for EL students exists?
2006	National Literacy Panel on Language Minority Student and Youth <sup>1</sup>	Response to lack of evidences for ELs in the National Reading Panel report.
2010	Guide to Literacy Research <sup>8</sup>	Review of two nationwide syntheses of research <sup>7,1</sup>
2008-2014	Research Specifically for ELLs <sup>2,3,4,10</sup>	How do ELs attain academic proficiency in English?
2015	Changing ESL Pedagogy <sup>13,16</sup>	Measures of language development and impact on academic achievement, essential teacher knowledge
2014	Construct of Academic Language <sup>15</sup>	How do we operationalize and teach it?





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# WHY ACADEMIC LANGUAGE?

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IT'S EQUITY

IT'S A SHIFT IN THE STANDARDS

IT'S ESSENTIAL TO COLLEGE AND CAREER READINESS

IT'S ACCESS TO CONTENT

IT'S IMPERATIVE FOR STUDENT SUCCESS

IT'S ABOUT ALL STUDENTS

IT'S THE RESPONSIBILITY OF **ALL** TEACHERS





**Academic  
Language**



*All students are*  
**Academic Language Learners**

# DEVELOPING ACADEMIC LANGUAGE

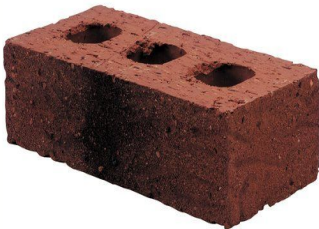
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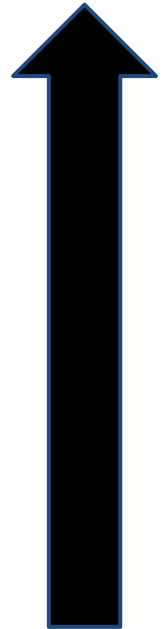
**DISCOURSE LEVEL**



**SENTENCE LEVEL**

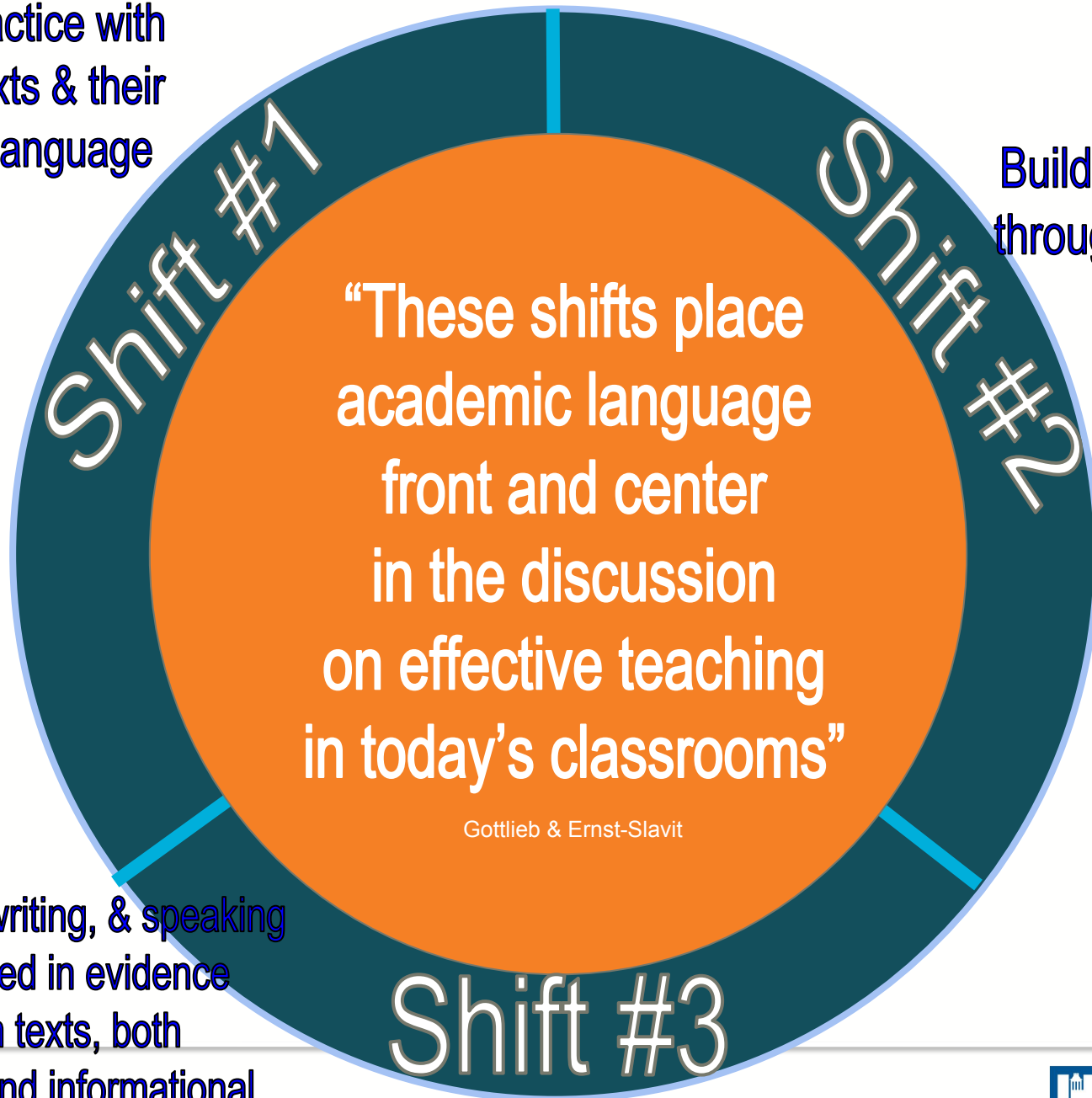


**WORD/PHRASE LEVEL**



Regular practice with complex texts & their academic language

Building knowledge through content-rich nonfiction



Reading, writing, & speaking grounded in evidence from texts, both literary and informational

<b>Academic language was... (Before CCSS)</b>	<b>Academic language is... (After CCSS)</b>
implicit in standards.	more explicit in standards.
considered secondary to key concepts and skills of content standards.	embedded in and a focus of the standards.
varied from state to state with regards to the demands of content standards.	uniform within consortia of states with regards to the demands of standards.
primarily associated with English language proficiency/development standards.	shared between English language proficiency/development and content standards
largely perceived as vocabulary.	extended to include the dimensions of sentence and discourse features.
generally confined to English language arts.	extended across every school discipline.
often taught in isolation or front loaded prior to a lesson.	taught in context within a lesson.
the responsibility of language teachers.	the responsibility of all teachers.

**WHERE DO YOU SEE  
EVIDENCE OF THE  
ACADEMIC LANGUAGE  
SHIFTS WITHIN THESE  
STANDARDS?**



**RL 3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**

**SL 3.1a - Engage effectively in a range of collaborative discussions (one on one, in groups and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.**

**SL 3.1b - Follow agreed upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).**

# LET'S LOOK AT THE LANGUAGE IN THE STANDARDS...



**WHAT IS THE *PURPOSE* OF  
THE ACADEMIC LANGUAGE  
IN THE STANDARD, AND  
HOW WILL IT BE *UTILIZED*  
TO ACCESS THE LEARNING  
OF THE CONCEPT  
KNOWLEDGE?**

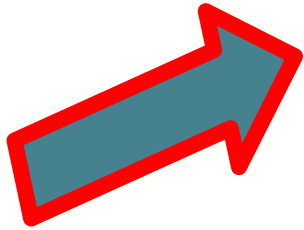
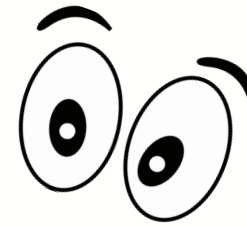


# WHAT IS THE CONTENT OF THIS ELA STANDARD?

RL 3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.







RL 3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.



- Ask questions to demonstrate understanding of a text.
- Answer questions to demonstrate understanding of a text.
- Ask and answer questions to demonstrate understanding of a text.
- Refer explicitly to the text as the basis for the answers.



# VERTICAL ALIGNMENT

**RL K.1 - With prompting and support, ask and answer questions about key details in a text.**

**RL 1.1 - Ask and answer questions about key details in a text.**

**RL 2.1 - Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.**

**RL 3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**

**RL 4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**

**RL 5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**

## FOCUS ON ACADEMIC DISCOURSE



- ❖ Structured Questions
- ❖ Sentence Starters
- ❖ Opportunity for Collaborative Conversation



**HOW MIGHT WE  
INTENTIONALLY PLAN  
OPPORTUNITIES FOR THE  
LANGUAGE OF THE STANDARD  
TO BE EMBEDDED WITHIN THE  
LESSON?**

**HOW DO WE ENSURE  
STUDENTS NOT ONLY  
*UNDERSTAND* BUT ARE ALSO  
ABLE TO *EXPRESS THEIR  
UNDERSTANDING* OF THE  
CONCEPTS?**

# An Example...



# Standards

**What do we want students to know?**

## **Common Core English Language Arts Standards**

*Grade 6 – Reading for Literature*

### **CCSS.ELA-LITERACY.RL.6.1**

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.



Here is our standard...

*Now, what is the content?*

**CCSS.ELA-LITERACY.RL.6.1**

**Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**





**CONCEPT SKILLS AND LANGUAGE  
SKILLS CANNOT BE SEPARATED;  
ONE CANNOT FULLY COMPREHEND  
CONCEPTS WITHOUT UNDERSTANDING  
THE LANGUAGE SURROUNDING THOSE  
CONCEPTS.**



# Content of the Standard = Language Skills and Concept Skills

## CCSS.ELA-LITERACY.RL.6.1



Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Concept Skills	Language Skills
Textual Evidence	Cite
Support analysis of what the text explicitly says	textual evidence
Support analysis of inferences drawn from text	support
	analysis
	explicitly
	Inferences drawn

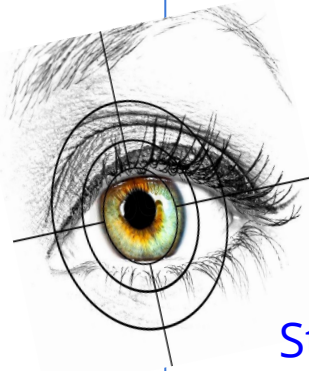
# Purpose

*Determine/define* what proficiency will look like or how it will be demonstrated based on what the student should *know and do*.



**What is the language necessary to access and express understanding of the content (both concept knowledge & language skills)?**

# Purpose



## Language of *Cite*

Student uses language to identify, report, or describe information

What does “cite” look like?

- ❖ Recount information presented by someone or from text
- ❖ Retell a text in oral or written form
- ❖ Summarize information found within text or from discussion

# Infer –

Student Uses language to make inferences, predict implications, and/or hypothesize

Possible Cue Words: predict, represent, conclude, draw conclusions, speculate, deduce

Possible language of inference (sounds like):

- ❖ Based on \_\_\_\_\_, I infer that \_\_\_\_\_.
- ❖ My conclusion is \_\_\_\_\_. My inference is based on \_\_\_\_\_.
- ❖ It is possible to speculate that \_\_\_\_\_ based on \_\_\_\_\_.
- ❖ The text makes me think \_\_\_\_\_.

## Looks Like:

- ❖ Describe process of reasoning (inductive or deductive)
- ❖ Generate hypotheses to suggest causes or outcomes
- ❖ Describe observations using multiple senses

"What do my students need to be able to say about \_\_\_\_\_, and how might they say it?"







*By unlocking the power of language in a standard, \*‘‘language becomes a vehicle, rather than a barrier, to learning.’’  
(\*K. Kinsella)*

# CONTACT INFORMATION

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