Understanding Models of Instruction for English Language Learners

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and
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PART I

THE RESEARCH
English Learners (ELs) include

- Children who were born outside the US and speak a first language other than English

  AND

- Students who were born in the US and speak a home language other than English
“sink or swim” was outlawed by 1974 U.S. Supreme Court decision in Lau v. Nichols

Section 1703(f) of the EEOA requires state educational agencies (SEAs) and school districts to take action to overcome language barriers that impede English Language Learner (ELL) students from participating equally in school districts’ educational programs

Section 1703(f)

- Does not require schools to adopt a particular type of language acquisition program (such as an English as a Second Language (ESL) program)

- Courts generally consider three factors to assess compliance:
  1. whether the school’s program is based upon sound educational theory or principles
  2. whether the school’s program is reasonably calculated to implement the educational theory effectively
  3. whether, after a period of time sufficient to give the program a legitimate trial, the results of the program show that language barriers are actually being overcome

English-Only Models

- Offer instruction in English

- Referred to as:
  - English language development (ELD)
  - English as a second language (ESL)

- Common programs:
  - Structured English Immersion (SEI)
  - Sheltered Instruction Programs
Bilingual Models

- Instruction in student’s first language (L1) as well as English

- Types of instruction:
  - Dual Language or Two-Way Immersion
  - Developmental Bilingual
  - Transitional Bilingual
Newcomer Programs

- Designed for students who are new arrivals to the US
- Intensive, specialized instruction provided for a limited time

Goals:
- Language goal of English proficiency
- Cultural goal of integration into mainstream American life
PART II

THE SURVEY
The Survey:

On-line survey sent at the end of June

Provided definitions of models according to the research

Requested information about:

- the type of programs and services offered to ELLs
- professional development opportunities for administrators and teachers
- challenges
NYS BETACs

Bilingual/ESL Technical Assistance Centers

Centers for staff development and technical assistance to all educators

14 BETACs
11 Regional BETACs & 3 Language BETACs
Language BETACs support all districts in NYS

Languages served in depth are: Spanish, Haitian and Asian

- Each Language BETAC is responsible for 5-6 NYC districts on issues of ELL program reviews and compliance, including Part 154 A and Title III;
- Each Language BETAC develops language and cultural based materials;
- Each Language BETAC provides in-depth professional development in the target language with specific instructional language support in language arts and content areas subjects;
- Language BETACs work extensively with parent and immigrant groups
Sponsor Statewide Institutes and Educational Forums:

- Strategies and resources for quality instruction
- Best practices for literacy and content-area instruction for LEP/ELLs
- Standards-based instructional approaches
- Integrating technology into the instruction of LEP/ELLs
- Language-specific issues and methodologies
- Early childhood: effective practices
- Adult education and literacy programs
- Interpreting the results of NYS assessments
3 NYC Regional BETACs

Bronx BETAC
6 NYC districts

Brooklyn/Queens BETAC
18 NYC districts

Manhattan/Statен Island BETAC
7 NYC districts

NYC Regional BETACs service students that speak 164 languages throughout the five boroughs

Source: Survey, July, 2010
8 REGIONAL BETACs

- Lower Hudson Valley BETAC – 64 districts, 78 home languages
- Mid-Hudson BETAC, Ulster BOCES – 84 districts, 35 home languages
- Mid State BETAC, OCM BOCES – 117 districts, 78 home languages
- Mid-West BETAC, Monroe 2-Orleans BOCES – 88 districts, 73 home languages
- Nassau BETAC, Nassau BOCES – 56 districts, 66 home languages
- East Region BETAC, Questar III BOCES – 140 districts, 71 home languages
- Suffolk BETAC at Eastern Suffolk BOCES – 69 districts, 78 home languages
- West BETAC at Erie I BOCES – 97 districts, 77 home languages

### NYS LEP/ELL Demographics

**Number of NYS School Districts with LEP/ELLs** | 559
---|---
**Number of NYS Charter Schools with LEP/ELLs** | 104
**Total** | 663

**Total ELL Population in NYS**

(Including public schools, charter schools, non-public schools)

| Total ELL Population in NYS | 293,334 |

Source: NYSED Office of Bilingual Education – Foreign Language Studies
NYS Commissioner’s Regulations

CR Part 154

- Holds all school districts accountable for identifying and serving LEP students
- Mandates the implementation of specific programs (ESL or Bilingual Education) based on the numbers and native languages of LEP/ELLs
- Prescribes the amount of ESL and NLA instruction for LEP/ELLs based on their proficiency level in English
- Sets entrance and exit criteria from these programs
- *Regulations apply to any school receiving NYS Foundation Aid*
Title III of NCLB

- Provides supplemental funding
- Requires that all ELLs receive services until they are able to exit the program (NYS students must score proficient on the NYSESLAT)
- All districts must have an approved CR Part 154 Comprehensive/Data Plan
- District allocations are based on the number of ELLs a district has identified and reports
English Only Model
The survey said:

<table>
<thead>
<tr>
<th>Model</th>
<th>Program</th>
<th>Results</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Only</td>
<td>ESL</td>
<td>Most frequently implemented model throughout the state and NYC</td>
<td>First language supports are most challenging in districts where there are several low incidence languages;</td>
</tr>
<tr>
<td></td>
<td>Goal: English proficiency; Students are supported with ESL instructional support provided in/out of the classroom;</td>
<td></td>
<td>Many districts in ROS lack materials in languages other than Spanish K-12;</td>
</tr>
<tr>
<td>Sheltered English Immersion</td>
<td>Language of Instruction is English;</td>
<td>Small number of programs throughout the state including NYC</td>
<td>Very few offered a pure Sheltered English Immersion Program Model; Most are in Middle Schools &amp; High Schools;</td>
</tr>
</tbody>
</table>
Bilingual Model
The survey said:

<table>
<thead>
<tr>
<th>Bilingual</th>
<th>Two Way Immersion or Dual Language</th>
<th>22 districts offer this program and all districts in NYC</th>
<th>There are few programs in the Upstate regions; the preponderance of these programs are located in downstate NY and in NYC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Developing proficiency in 2 languages simultaneously; Language of instruction is both English and students’ L1.</td>
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### Bilingual Model con't

<table>
<thead>
<tr>
<th>Developmental Bilingual</th>
<th>1 district</th>
<th>Large city</th>
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<tbody>
<tr>
<td>Primarily found in elementary schools</td>
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<table>
<thead>
<tr>
<th>Transitional Bilingual Education (TBE)</th>
<th>21 districts and most of NYC</th>
<th>Most are found downstate</th>
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<tbody>
<tr>
<td>Program structure varies; Students taught primarily in L1 and then transitions to English; Primarily found in elementary schools; Participation generally 1-3 years;</td>
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</tbody>
</table>
Newcomers’ Programs

Support for newly arrived ELLs

- Most are situated in High Schools and Middle Schools
- Almost all districts in NYC and 6 districts in ROS (usually in the big cities)
Support for former ELLs

- All districts in NYS, including NYC, provide academic support for former ELLs through academic tutoring or informal services.

- Additional supplementary ESL services are provided to support the transition of former LEP/ELLs to the all-English mainstream environment.

- Only one district was reported to have a formal program.

- Most districts provide support from 10 months to 2 years.

- Testing accommodations on NYS assessments may continue for up to 2 years after testing at the proficient level on the NYSESLAT.

Source: FAQs on the NYSED Bil Ed Website
TECHNICAL ASSISTANCE

AND

PROFESSIONAL DEVELOPMENT
Examples of topics provided for Administrators

- Understanding CR 154 and Title III
- Designing and implementing Title III programs
- ELL data analysis of student performance on NYSESLAT, Regents and other state assessments
- Understanding ELL student demographics, programming, mandates, and best practices/teaching strategies
- Developing Corrective Action Plans and reviewing Language Allocation Policy reports
- ID and screening process of ELLs
- Administration and scoring of NYSESLAT
Professional Development

Examples of topics provided for Administrators

- How to observe a general education content area classroom with an ELL focus
- Understanding SIOP (Sheltered Instruction Observation Protocol)
- Understanding the differences between Learning Disabilities and Language Differences
- Implementing RtI with ELLs
- Implementation of two-way bilingual education programs
- Implementing effective programs for SIFE students
Technical Assistance

Examples of topics provided for Teachers

- Understanding CR Part 154 and NCLB Title III regulations
- New teacher orientations
- Training on administering and scoring the LAB-R
- Training on administering and scoring the NYSESLAT
- NYSESLAT Regional Scoring sessions
- Interpreting the results of the NYSESLAT and other NYS assessments
Examples of topics provided for Teachers

- Developing academic language in English for LEP/ELLs
- Understanding and using successful literacy instruction for LEP/ELLs
- Using data to inform instruction
- Implementing differentiated instruction of LEP/ELLs
- Recognizing how L1 literacy affects L2 acquisition
- Supporting the academic and social needs of SIFE students
- Understanding culturally responsive instructional practices
Examples of topics provided for Teachers

continued

- Implementing successful classroom practices for academic achievement of LEP/ELLs
- Understanding the differences between Learning Disabilities and Language Differences
- Utilizing appropriate technologies in LEP/ELLs’ English language development
- Using successful practices for NLA and content-area instruction in bilingual education programs
- Encouraging family involvement for LEP/ELLs
- Supporting collaborative planning and instruction for teachers of LEP/ELLs
Challenges

- Supporting students who come from low incidence language groups, such as Burmese – Difficult to find translators and written supplementary materials

- Finding translators, psychologists and educational evaluators for low incidence languages (i.e. Karen, African languages, Arabic)

- Providing direct assistance to rural districts with small populations rather than using email and/or distance learning

- Providing ESL teachers assistance to incorporate on-going formative assessment to inform instruction

- Supporting non-public schools with ELL populations
Concerns

- Helping general education teachers differentiate for ELLs
- Developing district plans for improving ELL achievement in language and content areas
- Supporting students who are dealing with post traumatic stress of war and life in refugee camps
- Budgetary constraints that prevent teachers from attending workshops and conferences
- Effect of budgetary constraints on hiring and retaining appropriately certified staff
- Continual turnover of administrators responsible for the education of ELLs in school districts and buildings
- The attitude of the surrounding community toward its immigrant population
PART III

Center on Instruction Website

Center on Instruction URL

SBR Documents

Professional Development Modules
EXAMPLES OF THE CONTENTS OF THE CD

**Instructional Models and Strategies for Teaching English Language Learners [K-12]**
This publication from the Center on Instruction offers educators and policy-makers guidance on research-based strategies that have been effective in instructing English Language learners (ELLs).

**Effective Practices for English Language Learners: Principals from Five States Speak [K-12]**
This document developed by the Center on Instruction addresses questions about how best to assist students who face the significant dual challenge of acquiring the content knowledge necessary for academic success and simultaneously developing their English language competency.

**Language Development for English Language Learners Professional Development Module [K-12]**
Intended for state and district leaders, this professional development module developed by the Center on Instruction provides background knowledge on language development, language assessment of English Language Learners, academic language instruction and vocabulary K-12. It is designed to be used as a four-hour train-the-trainer session.
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Effective Literacy and English Language Instruction for English Learners in the Elementary Grades [K-3]
This practice guide, from the Institute of Education Sciences (IES) National Center for Education Evaluation and Regional Assistance, formulates evidence-based recommendations for teaching literacy to English Language Leaners (ELLs) in the elementary grades based on the current body of studies for each area. The authors evaluated the effect sizes of interventions to measure their impact on programs and practices.

Double the Work: Challenges and Solutions to Acquiring Language by DJ Short - 2007
DOUBLE WORK. A Report to Carnegie Corporation of New York ..... Thus, English language learners must perform double the work of native English speakers in
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