English Language Learners at School A Guide for Administrators

SECOND EDITION

Editors
ELSE HAMAYAN and REBECCA FREEMAN FIELD
with 75 Contributing Experts

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CONTRIBUTING EXPERTS

Jamal Abedi
Professor of Education
University of California, Davis
Davis, California

Diane August
Senior Research Scientist
Center for Applied Linguistics
Washington, DC

Karen Beeman
Education Specialist
Illinois Resource Center
Arlington Heights, Illinois

Timothy Boals
Executive Director
World-class Instructional Design and Assessment (WIDA) Consortium
Madison, Wisconsin

Donna Christian
Senior Fellow
Center for Applied Linguistics
Washington, DC

Nancy Cloud
Professor and Coordinator of the M.Ed. in TESL Program
Feinstein School of Education and Human Development
Rhode Island College
Providence, Rhode Island

Nancy L. Commins
Independent Consultant and Curriculum Specialist
Bilingual ESL Network
School of Education and Human Development
University of Colorado at Denver
Denver, Colorado

H. Gary Cook
Research Director
World-class Instructional Design and Assessment (WIDA) Consortium
Madison, Wisconsin

JoAnn (Jodi) Crandall
Professor and Director, Language, Literacy and Culture Ph.D. Program
University of Maryland, Baltimore County
Baltimore, Maryland

James Crawford
President
Institute for Language and Education Policy
Portland, Oregon

Jim Cummins
Professor
Modern Language Centre
Ontario Institute for Studies in Education (OISE)
University of Toronto
Toronto, Canada

Jack S. Damico
Professor and Doris B. Hawthorne Eminent Scholar in Communicative Disorders
The University of Louisiana at Lafayette
Lafayette, Louisiana

Ester J. de Jong
Associate Professor of ESOL/Bilingual Education
School of Teaching and Learning
University of Florida
Gainesville, Florida

Lynne Diaz-Rico
Professor
College of Education
California State University San Bernardino
San Bernardino, California

Lynne Duffy
Bilingual and ESL Instructional Specialist
Community Consolidated School District 21
Wheeling, Illinois
Jana Echevarria  
Professor Emerita of Education  
California State University  
Long Beach, California

Gisela Ernst-Slavit  
ESL Program Director  
Washington State University  
Vancouver, Washington

Kathy Escamilla  
Professor  
Educational Equity and Cultural Diversity  
University of Colorado  
Boulder, Colorado

Kelly Estrada  
Assistant Professor of Education  
Sonoma State University  
Rohnert Park, California

Shelley Fairbairn  
Assistant Professor  
School of Education  
Drake University  
Des Moines, Iowa

Rebecca Freeman Field  
Director, Language in Education Division  
Caslon Publishing  
Philadelphia, Pennsylvania

Jack Fields  
Director of Bilingual Education (Retired)  
U-46  
Elgin, Illinois, Coordinator  
Illinois Resource Center  
Arlington Heights, Illinois

Monica Maccera Filppu  
Bilingual Programs Developer/Coordinator  
Office of Bilingual Education  
District of Columbia Public Schools  
Washington, DC

David Freeman  
Professor of Reading and ESL  
The University of Texas at Brownsville  
Brownsville, Texas

Yvonne S. Freeman  
Professor of Bilingual Education  
The University of Texas at Brownsville  
Brownsville, Texas

Robert Fugate  
ESL Teacher  
Greenfield Elementary School  
Chesterfield County, Virginia

Patricia Gándara  
Professor of Education  
University of California, Los Angeles  
Los Angeles, California

Erminda García  
Teacher and Instructional Coach  
MK Udall K-8 School  
Phoenix, Arizona

Ofelia García  
Professor  
Ph.D Programs of Urban Education  
Hispanic and Luso-Brazilian Literatures and Languages  
City University of New York  
New York, New York

Fred Genesee  
Professor  
Psychology Department  
McGill University  
Montreal, Quebec, Canada

Maria Paula Ghiso  
Assistant Professor of Literacy Education  
Department of Curriculum and Teaching  
Teachers College, Columbia University  
New York, New York

Jeanette Gordon  
Education Specialist  
Illinois Resource Center  
Arlington Heights, Illinois

Margo Gottlieb  
Director, Assessment and Evaluation  
Illinois Resource Center  
Arlington Heights, Illinois  
Lead Developer  
World-Class Instructional Design Assessment (WIDA) Consortium  
Madison, Wisconsin

Else Hamayan  
Independent Consultant and Editor  
Córdoba, Argentina

Renea Hamilton  
Former ESL Title III Coordinator  
Delaware County Intermediate Unit  
Morton, Pennsylvania
John Hilliard
Education Specialist
Illinois Resource Center
Arlington Heights, Illinois

Victoria Hunt
Assistant Principal
Emily Dickinson School, PS75
New York, New York

Stephaney Jones-Vo
ESL/Diversity Consultant
Starfish Education
Johnston, Iowa

Tamara King
Education Specialist
Illinois Resource Center
Arlington Heights, Illinois

Stephen Krashen
Professor of Education, Emeritus
University of Southern California
Los Angeles, California

Judah Lakin
English Language Learner Coordinator and Reading Specialist
KIPP King Collegiate High School
San Lorenzo, California

Jobi Lawrence
EASL Program Administrator
William Penn University
Oskaloosa, Iowa

Kathryn Lindholm-Leary
Professor Emerita
San Jose State University
San Jose, California

Robert Linquanti
Project Director
WestEd
Oakland, California

Joe Reeves Locke
ELL Program Teacher
Cohn Adult High School
Metropolitan Nashville Public Schools
Nashville, Tennessee

Paula Markus
District-wide Coordinator
ESL and English Literacy Development
Toronto District School Board
Toronto, Canada

Barbara Marler
Education Specialist
Illinois Resource Center
Arlington Heights, Illinois

Michele R. Mason
Doctoral student and research assistant
Washington State University Vancouver
Vancouver, Washington

Barbara Medina
Assistant Commissioner for Innovation and Transformation
Colorado Department of Education
Boulder, Colorado

Kate Menken
Associate Professor, Linguistics
City University of New York
Queens College and Graduate Center
New York, New York

Maritza Meyers
ELL Program Coordinator
Long Beach Public Schools
Long Beach, New York

Jill Kerper Mora
Associate Professor Emerita
School of Teacher Education
San Diego State University
San Diego, California

Lucia Morales
Dual Language Teacher
InterAmerican Magnet School
Chicago, Illinois

Cynthia Mosca
Former Director of ELL Programs
Cicero Public Schools
Cicero, Illinois

Monty Neill
Interim Executive Director
FairTest
Boston, Massachusetts

John Nelson
Graduate Program Director
TESOL M.A. Program
University of Maryland Baltimore County
Baltimore, Maryland
Ryan L. Nelson  
Assistant Professor and Doris B.  
Hawthorne-BORSF Endowed Professor-I  
The University of Louisiana at Lafayette  
Lafayette, Louisiana

Diep Nguyen  
Assistant Superintendent of Curriculum and Instruction  
Evanston Township High School District  
202  
Evanston, Illinois

Sharon M. O’Malley  
Supervisor of ELL Programs  
School District of the City of New York  
New York, New York

R.C. Rodriguez  
Director of Bilingual and ESL Education  
Northside Independent School District  
San Antonio, Texas

David Rogers  
Executive Director  
Dual Language Education of New Mexico  
Albuquerque, New Mexico

Nadeen Ruiz  
Chair, Bilingual Multicultural Education Department  
California State University Sacramento  
Sacramento, California

Karen Sakash  
Clinical Associate Professor  
University of Illinois at Chicago  
Chicago, Illinois

Cristina Sanchez-Lopez  
Education Specialist  
Illinois Resource Center  
Arlington Heights, Illinois

Nancy Santiago Negrón  
School District of Philadelphia  
Philadelphia, Pennsylvania

Deborah J. Short  
Senior Research Associate  
Center for Applied Linguistics  
Washington, DC

Patrick H. Smith  
Professor of Applied Linguistics  
Programa de Lengua y Lingüística Aplicada  
Universidad de las Américas, Puebla  
Puebla, Mexico

Holly Stein  
Adjunct Professor  
University of Maryland  
Baltimore County and College Park  
Baltimore, Maryland

Kimberly Thomasson  
Manager, Multicultural Education Department  
The School District of Palm Beach County  
West Palm Beach, Florida

Maria Torres-Guzmán  
Associate Professor and Program Coordinator  
Program in Bilingual/Bicultural Education Teachers College  
Columbia University  
New York, New York

Cheryl Urow  
Education Specialist  
Illinois Resource Center  
Arlington Heights, Illinois

Suzanne Wagner  
Education Specialist  
Illinois Resource Center  
Des Plaines, Illinois

Wayne E. Wright  
Associate Professor  
University of Texas at San Antonio  
San Antonio, Texas

Maria Josefina (Josie) Yanguas  
Director  
Illinois Resource Center  
Arlington Heights, Illinois

Judith Kwiat Yturriago  
Assistant Professor  
Teacher Education Department  
Northeastern Illinois University  
Chicago, Illinois
PREFACE

As with the first edition, the second edition of *English Language Learners at School: A Guide for Administrators* answers the questions that K–12 administrators and teachers are asking about meeting the needs of the English language learners (ELLs) in their schools. Seventy-five experts provide brief, accessible, and practical responses to these questions. This edition focuses explicitly on leadership, capacity building, and professional learning not only for administrators but also for general education teachers, literacy coaches, ESL/bilingual specialists, staff developers, and policymakers in ELL education.

Our use of the term *ELL education* is intentionally broad. By *ELL program* we mean the entire instructional program for an ELL at school, including the time an ELL spends in the ESL or bilingual classroom/program, the time s/he spends in the general education classroom, and the time s/he spends in specials and extra-curricular activities. This means that all teachers and administrators who have ELLs in their classes and schools are in fact ELL educators who need to be knowledgeable in ELL education. This broader notion of ELL education reflects an important shift in the education field: ELL education is no longer just the responsibility of the ESL or bilingual specialist. Improving instruction and achievement for ELLs is the shared responsibility of all educators.

PURPOSE

A confluence of factors has brought us to a tipping point in ELL education for administrators and teachers working in schools in many parts of the English-speaking world today.

- There has been unprecedented growth in the number of ELLs in schools and districts all across the United States, especially in suburban and rural communities that have not previously experienced such growth. While the general K–12 population grew 7.2% over the last decade, the ELL student population grew 51%. More than one half of states have experienced a growth of over 100% in their ELL populations during that same period (see National Clearinghouse of English Language Acquisition, 2011, for details). Most, if not all, teachers and administrators in the United States find ELLs in their classes and schools.
- There are federal accountability requirements that hold all public U.S. schools and educators responsible for the educational achievement of all students, including ELLs. All teachers and administrators must be *highly qualified* to work effectively with the ELLs in their classes and schools.
- State-mandated accountability data demonstrate that many of the ELLs in schools (especially those from low-income homes and
communities) are not attaining proficiency on state-mandated standardized achievement tests. There is a heightened sense of urgency to close the achievement gap for minority students (including ELLs) who continue to lag behind their white, middle-class, standard-English-speaking peers.

- There has been increasing awareness among administrators and general education teachers that most ELLs spend the majority of their instructional day in general education classes taught by teachers who have not yet learned to address ELLs’ language and learning needs. There is a great demand for leadership and capacity building so that all teachers and administrators develop the necessary knowledge and skills to ensure that ELLs can participate and achieve at school.
- There is confusion and conflict at the local, state, and federal levels about what effective instructional programs and valid accountability requirements mean for ELLs.
- There have been severe budget cuts that require administrators and leadership teams to be creative in the ways that they use funding to address the challenges they face.

These factors present administrators and leadership teams with challenges as well as powerful opportunities to rethink the education of ELLs/bilingual learners.¹

**NEW TO THE SECOND EDITION**

The second edition of *English Language Learners at School: A Guide for Administrators* maintains the popular structural features of the first edition. The book revolves around questions that administrators, teachers, and leadership teams are asking about effective education for the ELLs/bilingual learners in their schools, districts, and states. Experts (researchers and practitioners) synthesize the research and offer their expertise in brief, accessible, and practical responses to those questions. The questions are organized into chapters that focus on different topics. Each chapter begins with a set of Guiding Principles that apply in any educational context and ends with a Survey for Reflection and Action that invites administrators and leadership team members to identify the degree to which the Guiding Principles are implemented in practice in their schools. This new edition includes more than 20 new questions that we collected from the field, and we

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¹ All ELLs are bilingual learners, but not all bilingual learners are ELLs. An ELL is a student who has been designated as such by state-mandated English language proficiency tests. A bilingual learner is a student who uses two (or more) languages in his or her linguistic repertoire to learn. We use both terms in the preface and introductions to chapters to draw attention to two facts: (1) ELLs draw on all of the languages in their linguistic repertoire to learn, and (2) many students who are designated as English speakers are also bilingual learners.
have invited a number of new experts to share their expertise. All of the experts included from the first edition were invited to update their responses to reflect recent developments in research, theory, policy, and practice.

The second edition opens with a chapter on leadership and professional development. Staff developers have repeatedly asked us to share how we organize professional learning opportunities that promote leadership and foster shared responsibility around ELL education for administrators, teachers, and leadership teams in their districts and schools, not only in the United States but also in Canada, Latin America, and Europe. The new content and placement of this chapter is intended to facilitate this work for staff developers, especially for those who are relatively new to the field of ELL education. The guidance we provide is also intended to support ESL and bilingual education specialists who are increasingly called upon to provide leadership and professional development in ELL education. However, many of these specialists are new to the job of promoting leadership and structuring staff development for general education administrators and teachers.

Two important new strands run through the book. The first strand focuses explicitly on bilingualism, biliteracy, home language, heritage language, and bilingual programs; these questions are highlighted by the icon in the table of contents. The second strand focuses on the notion of data-driven decision making; these questions are highlighted by the icon . We take a broad view of data and of data-driven decision making. We know that a wide range of constituents, including students, parents, community members, teachers, administrators, and policymakers working at the school, district, state, and federal levels, all need to know how ELLs/bilingual learners/all students are performing and progressing relative to federal, state, and local standards, goals, and objectives. Answers to questions throughout this guide recommend how teachers and administrators can collect and use the right kinds of data (qualitative and quantitative, summative and formative) to guide placement, instruction, program and professional development, policy, and advocacy for ELLs.

The second edition of English Language Learners at School: A Guide for Administrators also features website resources that provide a space where professional learning communities (PLCs) of teachers, administrators, and leadership teams can interact with each other around their common mission and vision of improved instruction and achievement for ELLs/bilingual learners. Educators simply go to casloncommunity.com and register to use the site. Educators working individually or in PLCs are able to

- Download additional resources (e.g., PowerPoint slides and activities, outlines of professional development workshops).

When a response in the book is accompanied by a resource (e.g., framework, guiding principles or questions, template, form) on
the Caslon Community website, we include an icon at that point in the text.

- Complete and share end-of-chapter Surveys for Reflection and Action.
- Link to other resources in the field.
- Participate in discussions within PLCs in their schools and districts.
- Participate in discussions within PLCs that connect schools, districts, communities, and states around common issues, concerns, and approaches.
- Upload examples of innovative and effective practices that they have used in their schools and districts.

We continue to update website resources in response to burning issues in the field. Our intention is that administrators, teachers, and leadership teams will question each other about issues they face, learn together, and share examples of innovative policies, programs, and practices that they have developed or used. Because each Caslon title we publish is aligned with this mission, members of the Caslon Community can also find resources related to, for example, teaching for biliteracy, teaching adolescent ELLs, differentiating instruction and assessment for ELLs, special education considerations for ELLs, and implementing effective instruction for ELLs. (Visit caslonpublishing.com for a full list of titles.) Through our books and the Caslon Community (casloncommunity.com) we hope to contribute to the ongoing professionalization of the ELL education field and to grassroots action regarding educational equity and excellence for ELLs/bilingual learners.

HOW TO USE THIS GUIDE

We hope that this guide will be useful in three ways: (1) as a quick reference for administrators, teachers, and leadership teams; (2) for specific program development and improvement at school and; (3) for pre-service or in-service professional development. For specific program development and improvement, the guide can be used by school-based collaborative teams to advise them as they choose an appropriate program for their school, plan a schedule or a grouping method for their ELLs, decide on an instructional approach, or reflect on how well their current programs and practices address the needs of ELLs in their school. For professional development, the guide can be used by administrators and others responsible for in-service training to help school staff expand their knowledge and skills in how children learn in two languages; policies and accountability requirements for ELLs; developing, implementing, and evaluating instructional programs for ELLs; classroom instruction and assessment; to meet challenges; and advocacy. The guide can also be used in pre-service programs for administrators who need a grounded introduction to this important aspect of their future work in schools. Often the needs of ELLs are addressed only cursorily in most educational leadership programs. Following are some specific examples of how this guide can be used.
• An administrator reviews an expert’s response on a particular question that has arisen at school (such as, how long does it take ELLs to acquire English?).

• A staff member who is responsible for professional development uses one of the questions and responses as the basis for a discussion of how to address a particular challenge in their local context.

• An administrator, group of administrators, or a school-based PLC turns to the chapter on developing instructional programs for ELLs and begins with the Guiding Principles and Surveys for Reflection and Action to assess their school’s strengths and needs relative to the topic. After completing the school-based survey, these educators might look for answers to the specific questions that arose as they worked through the survey, and perhaps use the conversations around this focal area to develop school-based strategies for action. Ideally, administrators will incorporate these strategies for action into their school improvement plans.

• A study group of administrators, teachers, or leadership team members develops an action plan that clearly articulates a problem or concern regarding ELLs at school with the help of the guide. This action plan should be incorporated into the district strategic plan or the school improvement plan.

• An administrator or staff member draws on the recommended resources (such as the suggestions for further reading, websites of professional organizations, or lists of useful resources) found on the Caslon Community website to follow up on an area that he or she wanted to explore in greater detail.

We hope that the research and practical recommendations in this guide (in the book and on the Caslon Community website) will prove helpful to administrators and staff in their efforts to help ELLs acquire English and achieve academically in all areas of the curriculum. And we look forward to seeing how administrators, teachers, and leadership teams use the Caslon Community website to engage with each other within and across educational contexts in their schools, districts, communities, states, and nations. Most of all, we hope that this guide enriches the lives of all students and staff in our schools.
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LEADERSHIP AND PROFESSIONAL DEVELOPMENT

GUIDING PRINCIPLES

• We provide all educators with opportunities to develop the expertise and practices they need to create optimal learning environments for the English language learners (ELLs)/bilingual learners in our classes and schools. This includes central and school-based administrators, general education teachers, special education and reading specialists, bilingual and English as a second language teachers, support staff, parents, community liaisons.

• We consider the research base on ELL education as well as data about the ELLs/bilingual learners in our school to ground and inform the decisions that we make concerning our ELLs/bilingual learners. By data we mean information about our ELL/bilingual learners’ strengths and needs as well as performance-based assessments of their content and language learning. These research-based, data-driven decisions form an integral part of all of the decisions that we make in our schools and throughout our school district.

• We organize collaborative leadership teams that focus on data to guide our school and district professional development plans.

• We implement professional development for all of our staff on ELL education that is comprehensive, focused in its delivery, and sustained over time.

INTRODUCTION

Administrators today are seriously challenged to ensure that all of their staff receive the professional development they need to educate the English language learners (ELLs)/bilingual learners in their classes and schools. More than a decade has passed since the No Child Left Behind (NCLB) Act of 2001 began its focus on accountability for all students in the United States, including ELLs. Today we see confusion and controversy on the Federal, state, district, school, program, and classroom levels about what effective education for ELLs/bilingual learners means as policymakers, administrators, teachers, parents, and community members try to make sense of contemporary debates about research, theory, policy, educational programs, in-school and out-of-school practices, and accountability systems. We find a critical need for knowledgeable leadership at every level of decision making (Federal, state, district, school, program, and classroom) that can
help build capacity in ELL education in K-12 schools in urban, suburban, and rural communities not only in the United States but internationally.

We strongly believe that it is unrealistic for policy makers to expect to find a one-size-fits-all solution to the complex challenge of educating an increasingly linguistically, culturally, and socioeconomically diverse K-12 student population in rural, suburban, and urban districts across the United States in the 21st century. It is also unrealistic to expect educators to simply tweak a standardized system designed for monolingual English-speaking students and have it deliver results for ELLs/bilingual learners. Administrators and teachers working on the local level must step up and take the lead in developing and implementing sound educational programs and accountability systems that are aligned with state standards AND that are appropriate for the ELLs/bilingual learners in their particular districts, schools, and communities. The good news is that this kind of leadership and capacity building is already underway in many schools and districts today. Much work remains, and this guide is intended to help.

One direct result of NCLB is that every state in the United States has developed English language proficiency (ELP) standards and assessments, individually or in collaboration with other states (e.g., WIDA or World-class Instructional Design and Assessment), that focus attention on the range of oral and written academic language used for social and instructional purposes at school as well as in the content areas of language arts, mathematics, science, and social studies. Every ELL must be identified and their ELP level must be specified with attention to their listening, speaking, reading, and writing levels. Although we do find variation across state ELP frameworks (e.g., the number of ELP levels, the names of the levels), all state ELP standards and assessment systems reflect research findings on a continuum of second language development with attention to academic language and literacy development. These ELP standards and assessment systems offer a powerful basis for professional development in differentiating instruction and assessment for ELLs in any classroom setting, as well as a focus for collaboration among general education teachers and ESL and bilingual education specialists.

Furthermore, since NCLB was passed, all teachers and administrators working in U.S. public schools must be “highly qualified.” Although we hear considerable debate about what highly qualified means, we do find increasing mandates and accountability requirements concerning professional development in the area of ELL education for all administrators and teachers, including elementary and secondary classroom teachers, literacy and special education specialists, and administrators in all parts of the United States today. More schools, districts, and states are now requiring all new hires to demonstrate competencies or show credentials in ELL education, and more teacher education and educational leadership programs in colleges and universities nationwide are providing some coursework in ELL education for all prospective teachers and administrators. At the same time, more districts and schools are providing in-service professional development in ELL education for all of their teachers and administrators.
The implications of all of these moves are that more teachers, administrators, program developers, and policy makers at all levels of decision making are beginning to understand how ELLs learn in two languages, and they are beginning to understand what is wrong with current policies and accountability requirements for ELLs. These educational leaders are also beginning to understand how to develop pedagogically sound, well-implemented instructional programs for ELLs/bilingual learners that can deliver realistic results in their diverse classrooms, schools, and communities.

How can administrators build capacity for ELL education in their districts and schools? The notion of a professional learning community (DuFour & Eaker, 1998) is fundamental. We know that school improvement occurs when

- educators develop a shared language and a common practice that is focused on improved instruction and performance of their ELLs/bilingual learners.
- educators engage in frequent, continuous, and increasingly concrete talk about student learning and teaching practice.
- educators frequently observe and provide feedback to each other.
- educators plan, design, and evaluate educational programs, materials, and practices together.
- educators use empirical evidence of student performance to guide instruction, inform program and professional development, influence policy, and strengthen advocacy.

Administrators must first assume responsibility for the education of the ELLs in their school and seek to further their own expertise and knowledge in ELL education. Administrators can encourage leadership teams in their schools and districts to function as professional learning communities that clarify and clearly articulate their mission and vision concerning linguistic and cultural diversity. Collaborative leadership teams can assess professional development needs, set goals, and develop and implement action plans to guide their work.

Perhaps the most powerful tool that an administrator has is to be a model to his or her staff by displaying positive attitudes toward linguistic and cultural diversity, keeping up to date on research on ELL education, and fostering a climate of professional learning. The principal sets the tone on the school level, and the superintendent sets the tone on the district level. Through grounded conversations about student learning, classroom practices, and program development, all educators can deepen their understanding of how to provide equal educational opportunities to ELLs/bilingual learners within the context of their regular practice.

This chapter begins by outlining structures that leadership teams can use to guide their ELL-focused work and identifying what different members of the staff must know and be able to do. The second half of the chapter provides insight into how effective administrators build capacity in ELL education. The chapter concludes with a Survey for Reflection and Action that administrators can use to review the
strengths of the professional development opportunities that they make available to their staff and to identify action steps they may need to take in this area.

How can we help leadership teams develop and implement coherent programs for all students, particularly English language learners?

REBECCA FREEMAN FIELD

Knowledgeable educators understand that linguistic and cultural diversity are not problems to be overcome, but resources to build on. These educators work together to challenge the deficit orientation that has dominated policies and practices for ELLs/bilingual learners in the United States and to provide equal access to educational opportunities for all of their students. These educational leaders work to develop and implement effective instructional programs and practices for all students in their schools and communities, with focused and sustained attention on the needs of their ELLs/bilingual learners. They also use valid and reliable evidence of student performance to inform and defend their decisions about curriculum, instruction, and assessment; program and professional development; gifted, talented, and other types of special education; extra-curricular activities; parental and community outreach; and anything else that affects the educational achievement and social integration of ELLs/bilingual learners into the school community.

There is no one-size-fits-all approach to programming for ELLs. To meet the needs of the particular students in their district or school, administrators can organize ELL-focused leadership teams that use data, broadly defined, to guide their decision making. This means that leadership teams must collect and use authentic evidence of ELLs’ growth and development relative to all standards and goals (e.g., academic growth and achievement, English language development and proficiency, biliteracy development) in order to counter the current state and Federal over-reliance on the results of state-mandated standardized academic achievement tests. Educational leaders must also present this evidence in ways that different constituents (students, parents, community members, teachers, school-based administrators as well as district, state, and Federal administrators and policy makers) can understand and use appropriately.

On the district level, ELL-focused leadership teams should include representatives of central, regional, and school-based administrators, teachers, and community members who collectively have or are prepared to develop expertise in all areas affecting the ELLs/bilingual learners throughout the district, including curriculum and instruction, assessment and evaluation, special education, English as a second language (ESL), and bilingual education. On the school level, leadership teams should include
How can leadership teams develop programs for ELLs? At least the principal, a general education teacher, and specialists in literacy, math, special education, and ESL/bilingual education. Team members can work together as professional learning communities to develop an understanding of the strengths and needs of their students and communities, the research on ELL education, and the strengths, needs, resources, and constraints of their school and district. ELL-focused leadership teams must ensure that the programs they develop for ELLs meet the three-pronged Castañeda Standard (Castañeda v. Pickard, 1981). Programs for ELLs must be (1) research based and pedagogically sound; (2) well-implemented by highly qualified professionals using appropriate materials; and (3) periodically evaluated and restructured as necessary if they fail to deliver results.

Leadership team members can use the following questions to guide their collaborative work:

1. Who are our students?
   - Numbers of ELLs, heritage language speakers, English speakers
   - Student backgrounds: language, literacy, culture, education
2. What are our goals?
   - Academic achievement, English language development
   - Development of other languages and literacies
   - Other district/school goals and initiatives (academic, social, cultural)
3. How are our students performing relative to our goals? What evidence do we collect and how do we use that evidence to drive our decision making?
   - Results on mandated standardized achievement tests
   - Formative and summative evidence of student learning relative to all district/school goals to complement standardized achievement data
4. What supports do we have in place to ensure that our ELLs/bilingual learners can participate and achieve at school?
   - Policies, programs, practices, assessments, extracurricular activities
5. What are our strengths?
6. What challenges do we face?
7. What future possibilities can we see for our students/school/district?
8. What action steps do we need to take to build on our strengths and address our challenges so that ALL of our students, particularly ELLs, including those with disabilities, can participate and achieve?
9. What resources will we need?

Leadership team members can use these guiding questions to help them look critically at what is happening with ELL education in their dis-

1. I use the term “future possibilities” instead of “needs” because it helps the conversation stay positive. Sometimes when groups focus too much on “needs,” it can be challenging to move forward in positive ways.
districts and schools in relation to research on ELL education so that they can
develop context-responsive, pedagogically sound, well-implemented ap-
proaches that deliver results.

TAMARA KING AND SUZANNE WAGNER

Successful, coherent, and comprehensive educational programs share a
number of effective practices. One of these key practices is to organize in-
structional programs to effectively meet the literacy, academic, and lan-
guage needs of the districts’ English language learners (ELLs). A language
education committee can be convened, composed of 10 to 12 members,
representing district administration, building administration, bilingual/ESL
teachers, general education teachers, special education teachers, parents
of ELLs, and a member from the board of education. Including administra-
tors and teachers from outside the ESL/bilingual department ensures that
all language education program initiatives dovetail with other district ini-
tiatives. The goal of the language education committee is to create, main-
tain, and support an effective program for the districts’ students that is
research based and data driven. This program structure also serves as a
way to communicate the goals and expectations to each educator who
works with ELLs as well as to the local community.

The work of this newly convened leadership committee can be divided
into three phases that loosely align with the three parts of the Castañeda
Standard (Castañeda v. Pickard, 1981). In the first phase, the committee
focuses on building the members’ background knowledge regarding best
practices in educating ELLs while learning about the current ELL services.
By the end of phase one, the committee formulates an action plan for any
needed changes to their programming for ELLs. During this year (or lon-
ger, if needed) of learning and strategic planning, the committee meets
monthly. In the second phase, the committee meets every other month in
order to guide the district through the action plan. The committee focuses
their energy on facilitating the change process, solving problems, organiz-
ing professional development opportunities, and procuring resources.
The third phase focuses on oversight and evaluation of the program. This
phase may last for two years or more. At any time, the committee may de-
cide to revisit phase one if the district’s demographics have changed or the
program needs to be restructured. Table 1.1 summarizes the committee’s
phases and tasks.

The committee structure provides a way to develop a common focus
and a common language to talk about students and programs. The diver-
sity of its members models a spirit of shared responsibility in the district’s
How can leadership teams develop programs for ELLs? Like any other district committee, the language education committee oversees the district program, identifies and solves problems, plans professional development, and provides insights for future planning and changes. It serves as the hub of the Professional Learning Community language education network on ELL issues. As the various school teams implement the recommended changes, they can coordinate efforts and reflect about what works and what does not.

The new or restructured language education programs will remain strong over time when the district-level language education committee and school leadership teams share a mutual goal to provide standards-based comprehensible literacy, academic, and language instruction for all students, particularly ELLs (see Wagner & King, in press, for detailed discussion of these processes).

### TABLE 1.1 Outline of Language Education Committee Phases and Tasks (Adapted from Wagner & King, in press).

<table>
<thead>
<tr>
<th>Task Force Phase</th>
<th>Members</th>
<th>Task</th>
<th>Frequency of Meetings</th>
</tr>
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<tbody>
<tr>
<td>Phase 1: Strategic Planning</td>
<td>Representatives of all stakeholder groups</td>
<td>Build background knowledge of all committee members, data analysis, and action planning for next school year.</td>
<td>Monthly</td>
</tr>
<tr>
<td>Phase 2: Implementation</td>
<td>Same committee members as in Phase 1</td>
<td>Assure that the program is being implemented across the district with adequate resources (materials, staff development, etc.)</td>
<td>Every other month</td>
</tr>
<tr>
<td>Phase 3: Ongoing Analysis and Evaluation</td>
<td>Rotate one third of the committee out and replace with new representatives for that stakeholder group.</td>
<td>Review and refine language education programming each year. Monitor and analyze assessment and demographic data, exit and refusal numbers. At any time during this phase, the committee can decide to revisit phases 1 and 2 as a result of significant changes in the district.</td>
<td>2–4 times per school year</td>
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What kinds of knowledge and skills do administrators need in order to implement an effective program for English language learners?

BARBARA MARLER

The qualities of an effective leader will have particular relevance to administrators in the education of English language learners (ELLs). According to Marzano, Waters, & McNulty (2005), the following five operating principles come into play when establishing and maintaining a leadership team:

1. **Significance**—An administrator leads educators to address “questions that matter” so that new and existing work can be reviewed against goals and emerging issues in efforts to allocate resources appropriately.

2. **Quality**—The work and approach of teachers and administrators must exemplify the highest professional standards and withstand critical scrutiny. An administrator must hold all under his or her leadership accountable for both processes and results.

3. **Responsibility**—An administrator identifies, develops, and shares information and techniques that improve student learning so that educators can learn, grow professionally, and remain relevant in their work.

4. **Integrity**—The administrator is challenged to create and maintain an environment of trust, respect, and common values to produce maximum effectiveness among staff and students.

5. **Ethics**—An administrator’s work and approach should reflect fair, just, and compassionate understanding and insight to produce opportunities for all children regardless of race, culture, language background, or socioeconomic status.

6. **Openness**—The decision-making process, led by an administrator, should be transparent to both internal and external audiences.

More specific to ELL education, an administrator needs to understand the basic process of second language acquisition and acculturation so that he or she can support teachers in their work with ELLs. To serve as an exemplary manager in this area, simple knowledge of the two processes is not sufficient. An effective administrator must know how to apply this knowledge to help support staff in creating and managing optimal school environments for learning. Such information should be used as a guide in decision making in such areas as planning for staff development for all educators (not just bilingual/ESL staff), allocating resources (staff, materials, and classroom space), crafting program design and supportive infrastructure (scheduling, language allocation, instructional priorities, collaboration opportunities), implementing policies and practices that will facilitate smooth student transitions (program entry, subject area transitions, and program exit), and designing parental involvement activities that will appeal to language minority parents (at home and school).
Additionally, an administrator needs to know the research in the area of effective instructional/assessment strategies for ELLs and the efficient use of standards-based data in order to serve as an instructional leader. Such knowledge allows the administrator to coach or direct teachers in creating and sustaining classroom environments that result in maximum academic achievement and linguistic progress for ELLs in the building or the program. This information also helps the administrator to accurately interpret student performance data in a way that has a meaningful impact on instruction and to communicate the data to a variety of stakeholders. Also, the administrator who is knowledgeable in these areas is a more effective and credible role model for staff as he or she demonstrates in his or her daily professional life what matters most in the education of ELLs.

Finally, an administrator needs to know the Federal and state law as it applies to ELLs. Many administrators are well versed in the legal requirements and legislation and court decisions pertaining to special education students. The law in relation to ELLs is less prescriptive and less prolific than the law in relation to special education. However, it does set minimum standards for education for ELLs and ensures the protection of the civil rights of language-minority students; it is therefore essential for an administrator to know this law.

The operating principles listed at the beginning of this essay set the foundation for the creation and maintenance of an effective program for all students. Knowledge and skills in the areas of second language acquisition; the process of acculturation; research in instruction/assessment strategies; and knowledge of relevant legislation, rules, and regulations move those principles into a cohesive and productive program for ELLs. Perfect Match (see www.thecenterweb.org/irc/ for information on this staff development program) pulls these principles, knowledge, and skills together to guide leadership teams in the creation of an optimal ELL program.

What kinds of knowledge and skills do general education teachers, English as a second language teachers, bilingual teachers, and support staff need to implement an effective program for English language learners?

JOANN (JODI) CRANDALL with HOLLY STEIN and JOHN NELSON

We begin by looking at the knowledge and skills needed by all teachers; then we address each of the specific categories of teachers, indicating what knowledge and skills they are likely to have as well as those for which they are likely to need special professional development. Finally, we discuss some special considerations for school personnel (guidance counselors, school secretaries, other support staff). We also provide a list of suggestions for professional development activities to promote better un-
derstanding and skills for providing effective instruction for English language learners (ELLs).

As indicated in Crandall (2000, p. 285), “there is substantial agreement within the educational community regarding the knowledge, skills, and attitudes (dispositions) that all teachers need to be able to effectively teach today’s diverse students.” One way of identifying these knowledge, skills, and attitudes is to look at the requirements for all teachers in states such as Florida or California, where there are large numbers of ELLs.

Florida requires all teachers to enroll in a university 3-credit course or participate in 60 hours of professional development focused on applied linguistics (first and second language acquisition and literacy development), cross-cultural issues, curriculum and materials, instructional methods, and assessment of ELLs. Elementary, reading, and secondary English teachers are required to enroll in 15 credit hours (one course in each of these five areas) or 300 professional development hours for their required ESOL (English for speakers of other languages) endorsement.

California (where more than one-third of all ELLs reside) requires all teachers to have an English Learner Authorization (or a Cross-cultural, Language, and Academic Development Certificate) on their teaching credential. To be awarded these, teachers need to know how and be able to apply principles of first and second language acquisition, literacy development, and effective instruction and assessment in teaching ELLs in their classes. This includes knowing how to select and adapt materials (including materials in the primary language) and how to use teaching strategies that support ELL’s learning of English and subject matter content.

The following, then, are topics for pre-service teacher education or professional development for those who are already teaching ELLs:

- Knowledge of first and second language acquisition and literacy development.
- Knowledge of differences in cross-cultural communication and educational experiences and expectations concerning the appropriate roles of teachers, learners, and parents in school, as well as strategies for linking instruction with language and literacy activities in the home and community.
- Strategies for adapting materials and instruction to accommodate differences in language and literacy development (methodology for teaching ELLs both academic content and English) and for use of primary language resources.
- Appropriate assessment strategies.

GENERAL EDUCATION TEACHERS
There is a growing gap in the background, educational experiences, and expectations between teachers and the students in their classrooms. While national and state accreditation of teacher education programs may emphasize the importance of diversity and the need to “differentiate instruc-
tion” (which often translates as a need to provide for special education students), the majority of teachers have had little preparation for teaching students whose languages, cultures, and educational experiences differ substantially from their own. Thus, most mainstream teachers will need professional development in the following:

- Knowledge of how ELLs acquire and develop their first and second languages.
- Knowledge of how ELLs develop first and second language literacy.
- Knowledge of cross-cultural differences in communication.
- Skills in adapting instruction to accommodate students of differing levels of English proficiency (sometimes referred to as sheltered instruction, or specially designed academic instruction in English (SDAIE); see Echevarria & Graves, 1998; Fairbairn & Jones-Vo, 2010).
- Skills in providing instruction that is appropriate for different learning styles (oral/aural, visual, kinesthetic; a preference for working alone or in groups).
- Skills in conferencing with parents who may not speak English (such as finding and working with an interpreter) and who may have different expectations about the appropriate roles and responsibilities of parents and teachers in the education of their children.
- Skills in assessing learning (often referred to as “accommodations”) that provide ELLs with an opportunity to demonstrate their understanding in a variety of ways, without relying on oral or written English that is above their level of the proficiency.
- Knowledge of the types of English as a second language (ESL) or bilingual programs and services offered to students and skills in working collaboratively with these teachers in co-planning or co-teaching lessons.

**ESL Teachers**

Novice ESL teachers usually have at least an undergraduate degree in TESOL (Teachers of English to Speakers of Other Languages) or, more typically, a graduate degree, in which they will have developed at least the following:

- Knowledge of the structure of English (pronunciation, grammar, vocabulary, register, genre, and so on) and skills in teaching that English structure to ELLs.
- Skills in helping ELLs to develop oral (listening and speaking) and written (reading and writing) proficiency in English.
- Knowledge of first and second language acquisition theories and their relevance to teaching English, through English, to ELLs with different English proficiency levels (it is not necessary to speak a student’s language to teach that student English).
- Knowledge of how to assess ELL student learning of both language and content.
- Knowledge of the contribution of a student’s first language to the development of English language, literacy, and content learning.
• Knowledge of cross-cultural communication and differences in learning styles and some skills in creating lessons for learners with diverse learning styles.
• Knowledge of the basic laws and regulations governing the education of ELLs.

They will usually have had experience learning and using another language, and they may have lived abroad or in diverse communities where they became interested in ESL. Thus, they will be prepared to have learners from different language and cultural backgrounds in their classes and to accommodate different levels of English proficiency in their instruction. Like all novice teachers, however, they will need the following:

• Knowledge of the policies and procedures related to ELLs in the school and district, including intake and placement procedures, the types of programs and services offered, regulations governing standardized assessments (exemptions and accommodations), and reports required.
• Knowledge of specific responsibilities, including whom to report to (principal, district supervisor, other).
• Knowledge of state or district curriculum and standards related to instruction for ELLs.
• Knowledge of the content taught in mainstream classes (through curriculum guides for the mainstream content areas or review of instructional materials) and skills for integrating academic concepts, texts, tasks, and tests into ESL instruction.
• Skills to work collaboratively with mainstream teachers in co-planning, co-teaching, or previewing/reviewing content in ESL instruction that effectively integrates academic content into the language focus.
• Knowledge of resources available to ELLs and their families and skills in accessing these resources, including working with district staff, guidance counselors, and district staff.
• Skills in communicating with parents, families, and community members from diverse languages and cultures.
• Skills in managing classes with a seemingly continual intake and outflow of students (resulting from the mobility of immigrant students and the differences in the rate of development of English language proficiency).
• Skills in working with students who have experienced severe shock or trauma as victims of revolution or war.
• If teaching in more than one school, knowledge of responsibilities and skill in functioning without the support of a school or even a regular classroom.
• If teaching in an elementary school, knowledge of scheduling and skill in negotiating time for ESL instruction.
• If teaching in a middle or high school with ELLs who have limited prior schooling or literacy, including students from countries in which a Creole variety of English is spoken, skills in teaching initial
literacy in English (Crandall, 2003; Crandall & Greenblatt, 1999; Hamayan, 1994).

Veteran ESL teachers will have most of the same knowledge and skills as novice ESL teachers, with the following exceptions: They may be teaching with methods and techniques that do not adequately focus on the academic concepts and language and literacy needs of their students, since a focus on integrating language and content instruction is relatively new in ESL teacher preparation. They may also be unaware of or resistant to standards developed for teaching ESL and will need focused attention on curriculum or lesson planning that reflects those standards.

Like all experienced teachers, they may also be suffering from burnout, which can be especially severe for teachers who have seen a constantly shifting population of learners from different parts of the world with different backgrounds and needs. Ways to provide needed professional development and refreshment include pairing these experienced teachers with novice ESL teachers, which can result in a mutually rewarding experience for both, and forming a relationship with a nearby university’s TESOL teacher education program, which can bring teacher education faculty, teacher candidates, and graduate students in applied linguistics and TESOL as resources to the school (see Crandall, 2000). These teachers would also benefit from being able to attend a local or national TESOL conference.

**BILINGUAL TEACHERS**

Novice bilingual teachers who have a degree or endorsement in bilingual education have the knowledge and skills to teach content areas through the students’ primary language. Being bilingual and bicultural themselves, they also share a great deal with their students and are able to provide emotional and educational support to students, who can continue to learn through their primary language while they are also learning English.

Novice bilingual teachers will have much the same knowledge and skills as ESL teachers but with the additional ability to teach through a student’s primary language. They should also have preparation in teaching ESL, but they may have limited experience in doing so. They will need the following:

- Knowledge of the policies and procedures related to bilingual learners in the school and district, including intake and placement procedures, the types of programs and services offered, regulations governing standardized assessments (exemptions and accommodations), and reports required.
- Knowledge of state or district curriculum and standards related to instruction for bilingual students.
- Skills in working collaboratively with ESL and mainstream teachers, especially in transitioning students from bilingual classes to ESL, sheltered, or mainstream classes.
- Knowledge of bilingual resources available in the community and
skill in helping families, the school, and the district to access these resources, including help for guidance counselors, nurses, and other school staff who work with bilingual students.

- Skills in helping serve as a cultural interpreter for other school personnel.
- Skills in managing classes of students with diverse backgrounds, including differences in proficiency in the home language and English.
- Skills in working with students who have experienced severe shock or trauma as victims of revolution or war.

Like experienced ESL teachers, experienced bilingual teachers will need opportunities to learn new approaches and techniques for teaching bilingual learners and ways to align their instruction with new standards and assessments. They may also be experiencing teacher burnout and need a chance to work with a less experienced but enthusiastic bilingual teacher in a mentoring relationship from which both will benefit. They will also benefit from being able to attend local or national NABE (National Association for Bilingual Education) or other professional conferences, participate in teaching in-service programs focused on bilingual/bicultural students, or engage in other approaches to broaden their perspectives or provide an opportunity to share the wealth of their experiences with other teachers and school personnel.

**SUPPORT STAFF**

Effective schooling for ELLs requires understanding and assistance from all school personnel; however, most will have had little education or experience in dealing with students from a wide range of linguistic and cultural backgrounds. We discuss briefly some of the knowledge and skills needed by key personnel in the school. Experienced ESL, bilingual teachers in the school or district personnel who work with ELLs, and university faculty who teach in ESL or bilingual teacher preparation programs can all provide training and assistance to these personnel. If there is a large population of students from the same linguistic and cultural background, it may also be helpful to have a series of school-wide in-service programs focused on the language, cultural practices, educational experiences, and other important features of that community. A series of these programs will help all school personnel become more familiar and comfortable with the diversity of students in the school. Some schools have also provided classes in basic language instruction (“Spanish for Educators”).

**GUIDANCE COUNSELORS**

Although guidance counselors have the knowledge and skills to interact with students and their families and to provide academic and other counseling, they are likely to have had almost no preparation for dealing with culturally and linguistically diverse students and families. They will need the following to help them tailor what they do for ELLs and their families:
What knowledge and skills do teachers and staff need?

- Understanding of basic differences in communication patterns (degrees of formality or informality, directness or indirectness, and so on) and the ability to present information in simple but noncondescending English.
- Knowledge of different educational systems and beliefs about appropriate roles and responsibilities of teachers and parents in schooling and skill in helping reluctant parents to participate in school events.
- Ability to work with an interpreter when needed.
- Knowledge of basic differences in beliefs and practices concerning mental and physical health and skills in interacting with culturally diverse students and families when discussing these topics.
- Knowledge of the ESL or bilingual programs offered in the school and skills in working with ESL and bilingual teachers in designing appropriate courses and schedules for ELLs.
- Knowledge of the educational systems and policies in the home countries of the ELLs or their parents and skill in helping both students and families to make the transition to American schools and colleges (Crandall & Greenblatt, 1999).
- For middle and high school, skills in helping ELLs to negotiate the complex path to college preparation, application, and financial aid, which may be especially difficult for students who are the first in their families to attend or even consider attending college (Crandall & Greenblatt, 1999; Cloud, Lakin, Leininger & Maxwell, 2010).

SECRETARIES
Secretaries are often the first to meet the families of ELLs, who may come to their neighborhood school to begin enrolling their children. These secretaries may have had no prior experience or training to help them in their role as the first point of contact for ELLs. They will need the following:

- Knowledge of the steps required for registration and placement of new ELLs.
- Knowledge of available resources for translation or interpretation within the school and the community, including a roster of language capabilities of all school personnel and students who can be called upon, especially for providing emergency translation or interpretation.
- Skills in greeting new parents and students and helping them feel welcome across language barriers.
- Skills in working with ESL or bilingual teachers.

NURSES
Nurses need to have a clear plan for how they will deal with emergency situations for all students, including ELLs. They will need the following:

- Knowledge of how to locate interpreters and translators for emergencies.
- Knowledge of whom to contact for translation of common forms or where translated forms are available.
• Knowledge of differences in medical practices and skill in explaining new medical practices to ELLs and their parents.

INSTRUCTIONAL AIDES/PEER EDUCATORS/TUTORS
Instructional aides are often a very diverse group. They may have high or limited levels of educational achievement; they may be members of the ELL’s community or not. Depending on their background, they may be assigned different roles and will have different needs. It is important that administrators regularly assess the effectiveness of these individuals, especially if they have a principal role in instruction of ELLs. At a minimum, they will need the following:

• Training in how to work to support ELLs in mainstream and ESL/bilingual classrooms.
• Basic knowledge of the cultural backgrounds of students and effective ways of interacting with them.
• Training in instructional strategies for teaching/tutoring ELLs that complement those used by the classroom teacher.

CUSTODIANS, BUS DRIVERS, CAFETERIA WORKERS
All of these personnel will need the following:

• Cultural awareness and sensitivity training to help them understand differences in student behavior.
• Basic instruction in modifying their language to make it understandable to ELLs (restating in simple language, demonstrating, using gestures, enlisting the aid of someone who speaks the student’s language).

SOME PROFESSIONAL DEVELOPMENT APPROACHES FOR ALL TEACHERS
To help all teachers to develop greater understanding of and skills in meeting the needs of ELLs, the following professional development approaches may be useful:

• Peer observation, with mainstream and ESL or bilingual teachers observing each others’ classes. This is particularly helpful if the teachers share some students and if the focus is on the students rather than the teachers.
• Collaborative curriculum development or lesson planning by ESL/bilingual and mainstream teachers. This is an excellent summer in-service program in which teachers work closely together and learn from each other.
• Team teaching. Opportunities for ESL/bilingual and mainstream teachers to co-teach, especially in the upper grades, can provide opportunities for teachers to learn instructional strategies from each other.
Teacher inquiry or research groups. Small groups of teachers can be encouraged to engage in an extended program that focuses on better understanding the instructional needs of ELLs.

Action research or reflective teaching groups in which both ESL and content teachers discuss their practice, modify their instruction, and share their results.

Participation in a professional development school or similar internship site with a university that has a TESOL or bilingual teacher education program. This will increase the number of ESL or bilingual teachers in the school, provide opportunities for mainstream teachers to have an ESL/bilingual intern for part of the internship, and may lead to a longer-term collaboration focused on the needs of ELLs in the school.

Courses co-taught by language and mainstream teachers or university teacher educators on topics such as how to teach and assess linguistically and culturally diverse students. It is important to develop collaborations among mainstream and language teachers to encourage sharing of knowledge, experiences, and concerns.

Parent classes (especially in ESL) or after-school or weekend sessions for parents of ELLs and the ELLs focused on academic skills such as literacy or math, or community resources. Parents of ELLs may be reluctant to come to school or to participate in parent-teacher conferences or associations, but a program that focuses on their interests and needs can bring them to school and help make them feel more comfortable.

Professional development programs focused on the culture and educational backgrounds of immigrant students in the school or district. These programs may include visits to community centers or students' homes, or a longer focus on the language, educational system, teacher and student roles and responsibilities, and parental expectations of the school. A good model for the latter is a semester-long program that brings students, members of the community, and teachers together in the learning process. Students can talk about their experiences, community members can explain cultural and educational traditions, and teachers participating in the program can tutor and learn from ELLs who need additional attention (see Crandall, 2003).
knowledge to implement effective programs for ELLs. To ensure that teachers and staff have the professional development they need to implement such a program, there are four identified steps: needs assessment, timely and valuable professional development, evaluation, and reflection.

Once a clear vision is established, the next step is to find out what teachers and staff know and what they want to know. Conducting a needs assessment will provide valuable information that can be used to make a plan for professional development. By conducting a simple survey with questions about the kinds of training teachers have participated in and by asking what they want to know more about, staff needs can be quickly assessed. For training to be meaningful and valuable to teachers and staff, there should be a need and a desire for the information. After identifying the information that is needed by teachers and staff, administrators should arrange for high-quality professional development that will help teachers improve instruction for ELLs.

Time is always a challenge when it comes to professional development; therefore, short, structured, meaningful, and frequent staff development activities are most successful. Facilitators must create opportunities for teachers to internalize professional development so that information learned becomes a part of daily classroom practice. It is not just about sitting and receiving information. Information and new strategies learned in the course of professional development need to be implemented in the classroom. Teachers should have time to practice new skills and talk about how they have worked. For instance, professional development could be scheduled for two hours one afternoon a week for several weeks. Once a new strategy is presented, teachers are encouraged to practice it in their classrooms. During the following session the administrator and teachers talk about the implementation, address any concerns, and share successes. At the next session a new technique, and so on. This approach allows time for implementation in the classroom and continual support for teachers as they learn and try new approaches to teaching.

Once new practices for ELLs start being implemented in the classroom, it is time to evaluate whether or not those practices are having an impact on student achievement. Teachers are an integral part of this process. Their observations of student achievement, both academic and affective, give valuable information on student progress. The evaluation may include statewide test results, but other kinds of data gathered at the classroom level are likely to yield more meaningful information. Administrators should be cautious and remember that any changes worth making take time to become evident. After all, the goal is long-term student achievement.

Involving teachers in the entire professional development process is key to an effective ELL program, and it creates a vested interest among teachers in the success of ELLs in the school. Through this process, teachers become empowered. Empowerment is the way to ensure that teachers and
How do we ensure that teachers and staff have the PD they need? Staff have the professional development they need to implement effective programs for ELLs. The product is a self-sustaining system that is reflexive, and a cycle for continuous improvement is created. This system is represented in Figure 1.1.

**Needs Assessment**

**Evaluation**

**Professional Development Opportunities and Classroom Implementation**

**Reflection**

**FIGURE 1.1 Fundamental processes in an effective professional development system.**

In order to achieve the goals of an effective program for English language learners (ELLs), English as a second language (ESL) teachers, bilingual, and mainstream teachers must participate in professional development that equips them with the knowledge and skills they need to ensure that all of the ELLs in their classes develop comprehensive English language fluency, the types of academic English associated with specific content areas, and mastery of the content itself, whether it is in the native language or English.

**START WITH THE END IN MIND**

Effective professional development is outcomes based, where outcomes are tangible and result in significant improvements in student learning and achievement. We suggest setting attainable goals and designing a program of professional development that will provide teachers and other school personnel with the tools they need to meet these targets. It is equally important to solicit and support the participation of school administrators, who typically have a stake in closing achievement gaps between ELL and mainstream students. We have found that these administrators can provide the best grassroots leadership for schoolwide professional development efforts targeted to students such as ELLs.
BUILD CAPACITY
Since the numbers of ELLs are growing, sustaining and extending ELL professional development throughout the school and district setting is an opportunity for capacity building. Professional development for teachers of ELLs should target effective learning strategies that prepare all teachers to make grade-level content-area concepts comprehensible to ELLs from diverse language, literacy, educational, and cultural backgrounds. Such differentiated instruction and assessment strategies should result in improved achievement for all students, but they are especially effective for ELLs. Further, to be effective, professional development must be of the quality and duration to effect changes in classroom practice, changes that result in improvements in student learning. School administrators should therefore approach professional development as a long-term commitment. We recommend that schools develop an ongoing, sustained program of ELL professional development that incorporates core components of the school improvement plan. Using this approach, teachers will have the opportunity to translate professional development more effectively into classroom practice.

DEVELOP SHARED GOALS
Take advantage of the expertise represented in district teaching staff. For example, many districts employ full- or part-time ESL teachers who have specialized knowledge in the teaching of English to speakers of other languages. ESL teachers are excellent resources for content teachers and can provide high-quality support for lesson planning, instructional adaptation, and ELL student assessment. Also, we find that teachers work together best as special teams—small groups of teachers that engage in sustained professional development experiences with colleagues and expert others (university consultants, professional development providers). Various criteria can be used to form these teams—grade level, content area, high ELL classroom population, high desire for professional development experience, low ELL student performance in a content area, and so on. Once teams are assembled, they work closely (with the professional development provider if there is one) to develop a program that will complement and enhance existing or planned districtwide or schoolwide professional development activities. The ELL professional development program should do the following:

1. Address the highest priority needs with respect to improving ELL student outcomes.
2. Ensure that the focus of the ELL professional development program is an extension of the professional development focus for the entire school.
3. Target those “best practice” methods and strategies that will have the most impact on ELLs, both in their specialized classroom setting and in the mainstream and the wider school setting.
How do we ensure that teachers and staff have the PD they need?  

**FOCUS ON PRACTICE**

High-quality teacher professional development offers a variety of educational opportunities to learn, practice, and hone the skills necessary to improve ELL student learning. Thus, teachers need to participate in such professional development experiences as the following:

- Face-to-face sessions
- Classroom observation and feedback with respect to the focus of professional development
- Analysis of student outcomes (such as student work from lessons in which new strategies were implemented)
- Analysis of formative and summative student data (aligning instruction with classroom goals and objectives as well as with academic standards)
- Tracking of student progress over time in relation to instructional strategies implemented
- Participating in peer coaching and mentoring relationships

Teachers need ample time to modify, discuss, reflect upon, and analyze the results of changes in their practice. Various initiatives compete for the limited professional development time that is allocated for teacher learning. Therefore, it is critical that administrators provide ample time for teams of teachers to engage in all aspects of the professional development experience. This time should be set aside throughout the year or if possible over multiple years to allow for wider dissemination across the school or district and to promote in-depth exposure and broad coverage.

**MARÍA TORRES-GUZMÁN AND VICTORIA HUNT**

Assessment data can be used in various areas of decision making, including the assessment of professional development needs. When I (Torres-Guzmán) started collecting data on dual language programs in New York City, the school district and I decided to assess teacher needs in the areas of dual language education. We gave the teachers of all dual language schools a survey we had jointly constructed to ask them the following questions:

- Who are your students?
- What does your program look like?
- What instructional and evaluation issues are you facing?
- What is your educational and experiential background? How do you develop professionally, and in what areas?

Analysis of teachers’ answers to these questions provided a grounded basis for decisions about program and professional development.

We looked at individual schools and at a subset of schools, and completed a comparative analysis of two types of schools. The subset consisted
of literature-based dual language programs (that is, programs that are aligned with the research on effective dual language programs) that were stable. Stability was defined as being in existence for three or more years. Each of the three types of analysis gave us different information for decision making.

The data on individual schools gave administrators information about how the teachers in their schools characterized the students they worked with, whether they were on the same page with respect to the basic elements of the program they were implementing, what issues came up for them in instruction and in assessment, and how teachers saw their own development. The data from the subset of similar schools and the data from two different types of schools gave us information about the needs of dual language programs at different levels of development. Our analysis provided answers to the following important questions:

- Are the teachers’ views of the students in the dual language program accurate when compared with the results that the school district provides? What would I (the administrator) have to communicate to the staff to get them to shift their understandings?
- If the way that the teachers described the dual language program in their school did not meet the literature-based criteria for dual language programs, what was obstructing the implementation of the dual language program? What else would be needed?
- Is a dual language program the best program option, given the staff and language distribution that was possible within the context of the school?
- Would it be more appropriate to acknowledge that the program implemented at the school was actually a second language/heritage language enrichment program rather than a dual language program?
- What instructional issues did the teachers raise, and how can I ensure staff development in the area of expertise they need?
- How might we transform the way staff development is done so that it becomes more teacher initiated?

Our analysis of teachers’ answers to these kinds of questions led to the identification of three levels of staff development needs at the district level.

Schools that were in the beginning stages of a dual language program needed staff development on what a dual language program is and how to build one. Schools that were beyond the beginning stages needed to focus on instructional and assessment issues. Where the program was well developed instructionally, teacher-led, teacher-initiated types of professional development, such as teacher study groups and teacher inquiry projects, were important areas for staff development. When administrators use data on how their dual language programs are interpreted and implemented at the local school level, they can develop professional development activities that target the specific needs of teachers. Such a data-
What are implications of different labels for ELLs?

Driven approach can ensure that schools that say they have dual language programs actually implement dual language programs that are aligned with research in the field.

With more established programs, ongoing reflection is necessary. Administrators and teachers must ensure that their program structure continues to focus on the needs of the students. Student needs change from year to year in a class, and larger demographic changes can affect a program over time. Further, any changes in state and city mandates also need to be considered. Therefore structures to support developing full bilingualism and biliteracy in both languages must be considered in our ever changing context.

Furthermore, opportunities for teachers to mentor each other in more established programs need to be created so that new teachers gain from the experiences of teachers who have been part of a program over time and who are often familiar with recurring challenges as well as with families that have multiple children in the school. New teachers are also a support for veteran teachers as they bring knowledge of recent studies from university programs and opportunities for dialogue about the why and how things are done. When there are few opportunities to support dual language or bilingual programs district-wide, mentor/mentee relationships that develop in a school are often essential in building long-term sustainability of the programs.

Finally, professional development in dual language programs in particular, or any program geared for language learners, must always consider language development and academic development at the same time. Ways to have academic development and language development support each other are crucial since bilingual learners are developing language proficiency at the same time as they are learning new concepts. Teaching the new language must be negotiated alongside the development of deeper academic understandings in literacy, math, and other content areas. Thus, professional development must address ways to support the development of a new language and academic progress simultaneously.

What are the implications of different ways of referring to these students (e.g., limited English proficient, English language learner, bilingual learners)?

Ofelia García

Education systems throughout the world have increasingly turned their attention to developing the bilingualism of their students (see, for example, García, 2009a). This has to do with the increasing multilingualism of globalized societies, a product of advances in technology that facilitate communication and exchange of information, people, and goods. United
States classrooms are also experiencing an increase in bilingual students who speak languages other than English at home. And yet, instead of building on this national multilingualism, U.S. schools often focus only on students’ monolingualism. Students who are bilingual, that is, those who are speakers of English and a language other than English (LOTE), are referred to as fluent English speakers, ignoring their bilingualism. And students who speak LOTEs and whose English is developing are referred to by the Federal government as limited English proficient (LEP) and by most educators as English language learners (ELLs).

An alternative way of referring to students whose English proficiency is developing is emergent bilingual, acknowledging that through school and through acquiring English, these children become bilingual. As I have argued elsewhere (García, 2009b; García and Kleifgen, 2010), when officials, school leaders, and educators ignore the bilingualism that these students can and must develop through schooling in the United States, they discount the home languages and cultural understandings of these children and assume their educational needs are the same as an English-speaking monolingual child. Thinking of these students as emergent bilinguals means that instead of being regarded as “limited” in some way or as mere “learners of English,” as the terms limited English proficient and English language learner suggest, students are seen for their potential to become bilingual, and bilingualism begins to be recognized as a cognitive, social, and educational resource.

For school leaders and educators, working with these students as emergent bilinguals means holding higher expectations for these children and not simply remediating their limitations. The focus of administrators in creating school programs for emergent bilinguals should thus be the development of a challenging and creative curriculum that includes the development of academic English and literacy as an important component. In recognizing the emergent bilingualism of students, school leaders and educators of all kinds—whether bilingual, ESL, or mainstream teachers—would build on their strengths—their home languages and cultural practices.

Insisting that these children are emergent bilinguals also recognizes a bilingual developmental continuum instead of considering the children as falling within artificial categories of LEP/non-LEP or ELL/non-ELL. It reminds us that bilingual development is dynamic and interdependent (Cummins, 1979). That is, bilingualism is not linear—as the additive and subtractive models of bilingualism have led us to believe. Bilingualism is dynamic (for more on this, see García, 2009a) and bilingual development is uneven. Most of the time receptive abilities develop before productive abilities, but not always. And a bilingual student does not ever “have” two separate, autonomous languages. Instead, as a result of a challenging curriculum with committed educators, emergent bilingual students develop and use appropriate features in the school language to fulfill both social
and academic needs, as they construct for themselves a single coherent communicative system and not just two separate languages.

In choosing to name these students, school administrators must be cognizant of the implications of naming these students as limited or as just learners of English. I have argued here that emergent bilingual is a term that better captures the richness and dynamism of the bilingual experience for these students, and that reminds educators to address their students’ full linguistic and cultural complexity.

What levels of language proficiency in the language of instruction do bilingual teachers need to have in order to teach effectively in a bilingual program?

DAVID ROGERS

Since acquiring English is a primary goal (or one of the primary goals) of all programs for English language learners (ELLs), it is imperative that the instructor have a command of the English language as well as an intimate understanding of language acquisition, its steps, and the instructional strategies to facilitate acquisition. The teacher needs to make instructional input comprehensible, build on the student’s background knowledge, and scaffold the academic concept and language of each lesson delivered.

If the ELL is fortunate to be supported by content instruction in his or her home language, the teacher delivering that instruction must possess native-like fluency and be academically proficient in the language of instruction. This is often overlooked as a primary concern in developing an effective program for the ELLs at school. Finding qualified instructors who can deliver quality instruction in the home language of ELLs can be a great challenge. Many teachers are socially fluent in the native language of their ELLs but do not possess the academic language or experience needed to be instructionally effective in that language.

Above all, the instructor who has the requisite native fluency and academic language level must have a clear understanding of the educational model (bilingual or ESL) selected by the school and must to be able to vary the use of the student’s two languages in a way that fits into the long-term language plan for that student.

New Mexico offers the La Prueba examination for Spanish fluency, which all teachers must pass in order to complete and receive their bilingual endorsement. This endorsement permits them to deliver instruction in the language of their endorsement. The fifteen subtests of this comprehensive examination include fluency, grammar/conventions of the language, regional dialects, academic levels of language, and so on. It is not uncommon for a teacher to retake this test in order to successfully com-
complete at least three of the four components of the test. Referred to as a “progressive” test, once the test is successfully completed, the site administrator can be confident that the teacher possesses a good foundation for instructing in the language. Instructor Proficiency Examinations now exist for both Navajo and Pueblo certified language instructors. There is also an Alternative Certificate for nondegree Native American language speakers teaching language and culture in New Mexico schools. This certificate is available for all tribes in the state.

How should administrators evaluate teachers when they are teaching in a language other than English?

JACK FIELDS

Few tasks required of a teacher supervisor are more intimidating than having to evaluate a teacher who is teaching children in a language other than English when the evaluator is a monolingual English speaker. Too often the evaluator opts to limit his or her observations to classes of English as a second language (ESL), which is unfair both to the teacher and to the children being served. Limiting observations to ESL lessons does not provide a full spectrum of observations in the process of retention or dismissal. As a bilingual program director working with many such principals and supervisors, I have identified a number of preparations and strategies that can help administrators provide more effective and relevant observations when first language instruction is being observed.

PREPARATION

Smaller districts with fewer resources usually depend on the building administrator to make evaluative decisions regarding staff. Even in large school districts where an ESL or bilingual director is employed by the district, evaluations leading to continuing employment or dismissal are usually the responsibility of the building administrator. This often makes administrators uncomfortable and threatens teachers, who feel they are being evaluated by someone who may not understand bilingual/English language learner (ELL) instruction. The risk of continuing the employment of an ineffective teacher because of discomfort with the language of instruction only endangers the teaching of more children for years to come.

The following program questions need to be answered before observing the teacher:

1. What is the philosophy and program design that are being implemented in your district?
2. What are the entry and exit criteria for children being served?
3. How is the appropriate language of instruction determined, and who determines it? (In my first job as a teacher, I simply switched
to Spanish whenever a supervisor entered the room, and they rarely stayed long. They almost never asked what I was doing.

In many rooms, the appropriate language of instruction may be different for different students in different subjects.

4. What academic performance does the English-only teacher expect from students transitioned into their rooms?

The following classroom questions need to be asked of the teacher when possible before the observation:

1. **The Observation**: What are the objectives of the lesson? How does the lesson fit into a series of lessons or objectives that are being taught? What activities will be used? How will the teacher evaluate the outcome of the instruction? If the language of instruction is a language that you do not know, having this information in advance will help you better understand what is going on in the room during the observation.

2. **The Students**: What assessment has been made of the students to establish the need for the instruction? What prior experience have the children had in preparation for the class? What special needs, if any, exist in the class? Obtain a seating chart so that in the follow-up conference you can refer to specific children in context with activities or behavior observed.

3. **The Teacher**: What professional preparation or teaching experience has the teacher had before entering the classroom? This background information may be helpful in developing later recommendations and providing support that the teacher needs.

**OBSERVATION**

The evaluator should arrive prior to the observation time to be able to observe how the class is initiated. Nothing is more frustrating for the teacher than the feeling that the evaluator missed something important at the beginning of the lesson that affected the observation later during the class.

Good instruction is normally good instruction, regardless of the language. We want to see classrooms where children are interactively involved in the lesson. The evaluator should observe children and their reactions to the lesson or the presentation. For conferencing later, the evaluator should also remember to make notes regarding specific situations using the seating chart and time.

**BEHAVIOR**

Does the children's behavior reflect that they know the class rules and follow them? Does the teacher have to constantly remind them of rules (not yet established or new for the visitor)? Do the children appear to be safe and comfortable in their interaction in the classroom? Or are they afraid to participate?
INSTRUCTION
Look for the qualities you see in any good classroom. Who does most of the talking? Are children asked to explain or clarify? Be aware of the length of children’s responses. Short answers usually are an indication that lower-level questions are being asked. Do many or all children have the opportunity to participate? After an assignment is given, are the children able to do it? Move around the room when children are doing seatwork and ask children what they are doing. Observe the support the teacher offers children when they are doing seatwork.

CONFERENCE
Have the conference as soon after the observation as possible. This will allow the teacher to respond more meaningfully when you ask about the class. Ask teachers to evaluate their own lesson by sharing what worked well, what they would change, and so forth. The best teachers learn to evaluate their own and their students’ work. Remember that “bilingual teachers” are often hired for their language skills and may have little background in research and instruction of ELLs. Much of the responsibility of the evaluator will fall in the area of determining what kind of a learner the teacher is and making decisions about the growth potential of the candidate and whether or not the candidate shows sufficient promise in his or her professional development for continuing employment. It is critical that the evaluator communicate a willingness to support the candidate in professional growth, using the evaluation process as a tool.

Begin the conference by having the teacher review the lesson plan (preparation) and the lesson implementation. Ask the teacher to share his or her own observation of the lesson or class. It is very important for teachers to develop the skill and willingness to self-evaluate. Using your notes and seating chart, ask the teacher to explain events or activities that were of concern to you or that you did not understand. If you are unsure of whether or not the appropriate language was being used in a particular lesson, ask the teacher to explain why the language was used or what other issues interfered with the teacher’s doing what ideally should have been done. If you lack confidence in the teacher’s answers, contact someone with expertise in the field so that your facility and students will develop appropriate instructional designs.

What are recommended resources for the professional development of teachers who work with English language learners?
NANCY CLOUD

One of the challenges administrators face in providing professional development to teachers and other personnel is locating resources for the
What are recommended PD resources for teachers?

Great variety of staff development that is possible. Staff development can take many forms, including the following:

- Specialized graduate course work
- Attendance at conferences, learning institutes, or workshops
- On-site, sustained staff development provided by district experts or external consultants
- Networking among schools or programs
- Mentoring or peer coaching in classrooms
- School-based collegial circles or study groups
- Viewing of webinars and podcasts on topics of interest
- Hands-on working sessions among colleagues designed to improve assessment or curriculum

Staff development initiatives work best when they are focused on particular school improvement goals and in a format that would best respond to the personnel’s level of expertise, role, and student population served. Teachers and other personnel need to feel that they are receiving valuable information that is advancing their practice. Quality staff development needs to be reality based, practical, and delivered from trusted sources. Administrators also need to provide incentives for participation in professional development, such as financial support (paying the cost of conference registration or course work), release time, or professional recognition (letters for their personnel file, acknowledgements in district newsletters).

Where can busy administrators go to locate useful resources for their local staff development purposes? The following listing is designed to assist with this process.

**Graduate Course Work and National Board Certification**

Graduate programs and course work can be used to substantially advance the knowledge or skills of assessment and instructional personnel, sometimes resulting in new teaching endorsements or licenses. Often course work can be offered on-site through continuing education at a reduced cost. As an additional incentive, cost-sharing arrangements can be implemented in which participants pay a portion of the cost and the school or district pays a portion. Teachers of English to Speakers of Other Languages (TESOL, www.tesol.org) maintains a directory of teacher education programs with course work specific to working with ELLs. Beyond delivering course work, college faculty working in these programs might also serve as partners for district- or school-based initiatives.

Another option for expert teachers is to seek national board certification. The National Board for Professional Teaching Standards (NBPTS, www.nbpts.org) has developed standards in English as a new language (ENL) for this purpose. Administrators can support teachers by providing access to support groups while teachers prepare their portfolios, release time to complete the requirements, or financial rewards upon completion.
PROFESSIONAL ASSOCIATIONS
A variety of associations provide professional development resources, most notably the National Association for Bilingual Education (NABE, www.nabe.org) and TESOL (www.tesol.org). The corresponding state affiliates of these two international associations offer parallel in-state professional development opportunities. In addition to conferences and institutes, professional associations provide Web-based discussion forums, online courses, and a variety of published professional development resources. Associations also exhibit professional development and classroom resources at conferences that can support local professional development initiatives, and they publish periodicals focused on best practices in teaching and assessment. Some journals are now offering continuing education units for reading and responding to topic-focused issues. All of these mechanisms can be used as specialized sources of professional development.

Other associations with specialized resources to tap include the following:

- The International Reading Association (IRA, www.ira.org)
- The National Council of Teachers of English (NCTE, www.ncte.org)
- The National Association for the Education of Young Children (NAEYC, www.naeyc.org)
- The Council for Exceptional Children (CEC, www.cec.sped.org), which periodically offers a Symposium on the Education of Culturally and Linguistically Diverse Exceptional Students

STATE DEPARTMENTS OF EDUCATION AND FUNDED CENTERS
State education departments receive funding specifically earmarked for professional development. In addition to statewide institutes and workshops, state-funded personnel may be available to conduct in-house trainings. Grant- and foundation-funded centers also provide professional development resources. For example, the National Clearinghouse for English Language Acquisition (NCELA, www.n cela.gwu.edu) of the Office of English Language Acquisition, Language Enhancement and Academic Achievement for Limited English Proficient Students (OELA, U.S. Department of Education); the Center for Applied Linguistics/CAL (www.cal.org); and the Center for Research on Education, Diversity and Excellence (CREDE, http://crede.uscs.edu) are a few of the funded centers to offer online support, published materials, and professional development resources (videos, CD-ROMs) or special training events. A wonderful site for teachers, parents, and ELL program administrators is Colorin Colorado. It is filled with a wealth of resources, including topical webcasts delivered by national experts in the field that could be useful for in-house or online professional development. (www.colorincolorado.org).

SCHOOL/PROGRAM VISITS AND DEMONSTRATION TEACHING
Sometimes the best way to offer professional development is to visit a school or program in your region known to be effective. In this manner
teachers and administrators can witness firsthand the type of assessment, curriculum, and instruction that makes a difference in the achievement of ELLs and can ask questions that help them better implement school-improvement initiatives. Similarly, demonstration teaching sessions conducted in live classrooms can often clarify for teachers how to implement research-based teaching approaches better than merely reading about them. Video-recorded teaching demonstrations also serve this purpose.

**PUBLISHERS OF PROFESSIONAL DEVELOPMENT MATERIALS**

Professional reading is a main contributor to professional development whether done in a collegial circle, in conjunction with credit-bearing course work, or independently. It would be impossible to mention all the publishers of this type of material, but, in addition to the professional associations and funded centers already mentioned, some representative publishers specializing in this type of material include Heinemann (www.heinemann.com), Hampton-Brown (www.hampton-brown.com), Pearson Education (www.pearsoned.com/us-school/index.htm), and Caslon Publishing (www.caslonpublishing.com). Publishers also offer professional development to schools and districts through consultants and representatives, particularly as it relates to their curriculum materials. Some offer online courses around their professional books or video-taped series designed to advance teaching skills in classrooms (see for example http://www.pearsonschool.com/index.cfm?locator=PSZoB5, http://pearsonschool.com/index.cfm?locator=PSZoAy, and http://www.heinemann.com/PD/ videowebbased.aspx).

**SURVEY FOR REFLECTION AND ACTION**

This survey reflects the guiding principles for effective leadership and professional development that were articulated in the Introduction to the chapter. Read the following statements to guide your survey of the leadership structure that is in place in your school and the professional development opportunities that are available to your staff. Indicate the extent to which each of the following applies to your school: DK—don’t know; 1—strongly disagree; 2—disagree; 3—agree; 4—strongly agree. At the end of the survey, write down one to three strengths and future possibilities you identified through your school-based leadership and professional development survey. Then identify one to three concrete actions that you can take to improve the leadership structure and professional development opportunities at your school.

**Everyone who works with the ELLs/bilingual learners in our schools has developed the expertise and practices they need to ensure optimal learning environments for these students within the context of the work that they do.**

- Superintendent and school board  
  DK 1 2 3 4
- Central administration  
  DK 1 2 3 4
• School-based administration

• Instructional coaches (e.g., literacy, math)

• General education teachers

• Bilingual education teachers

• ESL teachers

• Resource teachers (e.g., special education, reading)

• Support staff (e.g., counselors, secretaries, nurses)

• Parents and other household members

• Community liaisons

District and school-based leadership explicitly consider the research base on ELL education as well as data about our ELLs/bilingual learners (i.e., information about ELL/bilingual learner background strengths and needs; evidence of student learning from performance-based assessments) as an integral part of all decision making.

• Educational policy decisions in our district/schools explicitly consider the data about our ELLs/bilingual learners relative to the research base on ELL education before policies are made.

• Curriculum decisions in our district/schools explicitly consider the research base on ELL education as well as data about our ELLs/bilingual learners before the curriculum is selected.

• Decisions about instructional programming for ELLs/bilingual learners explicitly consider the research base on ELL education as well as data about our ELLs/bilingual learners as an integral part of the general programming decisions that are made in our schools and throughout our district.

• Decisions about student assessments and school/district accountability systems explicitly consider the research base on ELL education and data about our ELLs/bilingual learners’ growth and achievement before assessment and accountability systems are institutionalized districtwide.
Knowledgeable collaborative leadership teams drive the professional development opportunities at our school and throughout our school district.

- Educators in our school/district engage in frequent, continuous, and increasingly concrete talk about student learning and teaching practice. DK 1 2 3 4
- Educators have developed a shared language and common practices that focus on improved instruction and achievement of ELLs/bilingual learners as an integral part of the work that they do. DK 1 2 3 4
- Educators use data on actual ELL/bilingual learner/all student learning (e.g., formative assessments) to guide professional development. DK 1 2 3 4
- Educators use data on actual teaching practice (e.g., videotapes and/or from observations of teaching) to focus professional development. DK 1 2 3 4
- Educators have ongoing opportunities to observe each other’s practice with ELLs/bilingual learners/all students. DK 1 2 3 4
- Educators have opportunities to provide feedback about their practices with ELLs/bilingual learners/all students to each other in a supportive, nonthreatening environment. DK 1 2 3 4
- Educators cooperatively plan lessons, programs, materials, practices, and assessments for ELLs/bilingual learners/all students. DK 1 2 3 4
- Educators cooperatively review and evaluate lessons, programs, materials, practices, and assessments for ELLs/bilingual learners/all students. DK 1 2 3 4

Our professional development is comprehensively planned, focused in its delivery, and sustained over time.

- Educators in our school/district regularly assess professional development strengths and needs based on new developments in the field, reflective conversations about practice, evidence of student performance, and observation of teaching practice. DK 1 2 3 4
• We have developed comprehensive individual and collective professional development plans with realistic and attainable goals to address our professional needs.

• Professional development focuses attention on specific strategies that target specific goals and that are to be implemented in practice.

• We have opportunities to implement new strategies in our practice.

• We have the opportunity to observe the implementation of new strategies (self and/or peer observation).

• We reflect on the implementation of new strategies, using classroom-based data on student learning and teaching practice to ground and inform our reflective conversations.

• We continuously identify professional development needs, and the cycle begins again.

Strengths of our school district/school leadership and professional development

1. __________________________________________________________

2. __________________________________________________________

3. __________________________________________________________

Future possibilities

1. __________________________________________________________

2. __________________________________________________________

3. __________________________________________________________

Action steps

1. __________________________________________________________

2. __________________________________________________________

3. __________________________________________________________