

Glen Ellyn, Illinois: A story of vision, leadership,
and commitment to ELLs

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Annual Meeting for Bilingual / ESL Education Program
Administrators and Title III Coordinators

October 8, 2009

Agenda

1. The Setting
2. The Characters
3. The Problem
4. The Resolution
5. The moral of the story

Program Development and Enrichment Process

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Karen Beeman, 2009

1. Establish a committee of key stakeholders:
 - Bilingual / ESL Education Program Administrator
 - Bilingual / ESL Program Staff
 - General Education Staff
 - District Administrator
 - Building principal(s)
 - Special Education staff
 - ELL Parents
 - Community Members
 - School Board Members
 - Other
2. Educate the committee through readings, presentations, resources. Focus on research and best practice as related to ELLs.
3. Conduct a Needs Assessment:
 - Surveys
 - Analysis of Data
 - Interviews
 - Group input
 - Observations
4. Create a vision statement
5. Delineate teacher responsibilities
6. Create a language allocation plan
7. Evaluate the current configuration and change if necessary.
8. Assess obstacle and supports
9. Develop an Action Plan
10. Develop a Professional Development Plan

Based on the work of Barb Marler, IRC

Program Development and Enrichment Karen Beeman, 2009

Big Ideas

Shared ownership among all educators is crucial in ensuring the academic achievement of ELLs.

District and building leadership is key to change.

Change takes time. Significant change occurs when a diverse group of stakeholders works together.

Key decision makers need to understand the theory and best practice tied to ELLs.

When a program has a well articulated vision and goals, educators understand the program's purpose and their role in it.

When teachers understand their responsibilities for ELLs, their time with students becomes more optimal and they engage in shared ownership.

Teacher collaboration cannot be forced. It hinges on three key factors: trust, flexibility, and a shared philosophy (Wagner, 2001).

Big Ideas related to Recent Research

Bilingual	Newcomer	ESL Pull Out
<p>Sixty five percent of our ELLs at the national level are born in the U.S. (Swanson, 2009) They are two-language learners. (Escamilla, 2000)</p> <p>Students use all their linguistic resources to learn. (Escamilla, 2000)</p> <p>Spanish and English are constructed differently. Therefore, they must be taught differently. (Beeman and Urow, In Press)</p> <p>Teachers must explicitly bridge skills, concepts and language. between Spanish and English. (Beeman and Urow, In Press)</p>	<p>Limited formal schooling students have different needs.</p> <p><i>The Four-Pronged Approach for LFS Students Suggested by Linse, Yedlin & Stark (1993):</i></p> <ol style="list-style-type: none"> 1. Supporting the affective and motivational needs of learners 2. Assisting students with their functional/ survival needs 3. Caring for the personal needs of students 4. Addressing students' academic or vocational needs 	<p>Collaboration among teachers is essential.</p> <p>Differentiation must occur in the general education classroom for both instruction and assessment.</p> <p>Previewing and developing background knowledge and vocabulary are key areas of focus for the ESL teacher. (August and Shanahan, 2006).</p>

References:

Escamilla, K. (2000). Bilingual means two: Assessment issues, early literacy and two language children. *Research in literacy for limited English proficient students* (pp. pp. 100-128). Washington, DC: National Clearinghouse for Bilingual Education.

Swanson, C.B. (2009) *Perspectives on a Population: English Language Learners in American Schools*. Bethesda, MD: Editorial Projects in Education, Inc. Retrieved February 1, 2009 from www.edweek.org/go/copies.

Wagner, S. (2001) *Crossing Classroom Borders: Pathways to the Mainstream via Teacher Collaboration*, Unpublished Dissertation, University of Illinois at Chicago, Chicago

Challenging the Old Paradigm

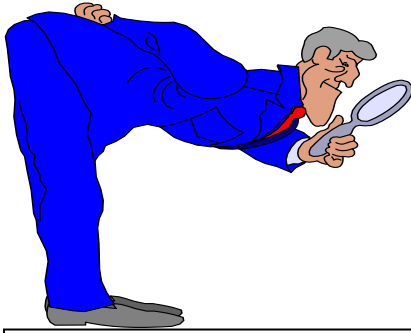
Single Dominance Perspective	Dual Dominance Perspective
<ul style="list-style-type: none">• Assessment is conducted in one language• Students are placed in either a Spanish or an English literacy class based on their strongest language.• Goals and objectives for students are limited to one language.• The two languages are viewed as separate and students are compared to monolingual speakers in either language.• When compared to monolingual learners, the student use of language is looked at as a deficit. Students are viewed as “low” in both languages.	<ul style="list-style-type: none">• Assessment practices can accommodate two languages• Students are placed in a bilingual classroom that can take advantage of their bilingual linguistic resources.• Goals and objectives for students cover both languages.• The two languages are viewed as complementary and students are compared to other bilingual learners and not to monolingual learners.• When compared to bilingual learners, student use of language is looked at as a reflection of a bilingual context. Neither language is viewed as “low.”

Beeman and Urow, In Press, 2009

Synthesis of Research on Bilingualism and Biliteracy

- It takes between 6 months and 2 years to acquire social language in a second language (Cummins, 1979a, 1981b, 1986b, 1991, 1996b, 2000; Ovando, Combs, Collier, 2006).
- It takes between 5 to 10 years to acquire academic language in a second language (Collier, 1987, 1989, 1992; Collier and Thomas, 1989; Cummins, 1981, 1991, 1992, 2006; Genesee, 1987; Ovando, Combs, Collier, 2006; Ramírez, 1992).
- ELLs need at least four or five years of high-quality native language schooling to avoid the risk of cognitive difficulties in the second language (Collier, 1987; Collier & Thomas, 1989; Cummins, 1976, 1981, 1991, 2000; Ovando, Combs, Collier, 2006; Thomas and Collier, 1997, 2002).
- Students transfer concepts and skills from their first language to their second language when they are given appropriate instruction and time to develop literacy in their first language (August, 2002).
- Students who acquire advanced levels of proficiency in a second language often experience cognitive and linguistic advantages compared to monolingual students (Bialystok, 2007; Cloud, Genesee, Hamayan, 2000).
- Simultaneous bilinguals (children who learn two languages at the same time) go through the same subconscious acquisition process with both languages. (Ovando, Combs, Collier, 2006).
- Children being raised bilingually experience a developmental stage of appearing to combine at least some aspects of the two languages into one system, followed by several stages that lead to separating the two languages into distinct language systems between 3 and 5 years of age (Ovando, Combs, Collier, 2006).
- Students enrolled in additive bilingual programs (where they add a second language to their first language), whether they are language majority or language minority children, demonstrate higher levels of language proficiency, achievement, and self-concept (Lindholm-Leary, 2000) than their monolingual counterparts.

Beeman and Urow, In Press, 2009



Glen Ellyn
District 41
VALUE STATEMENTS

In terms of academic instruction delivered in English (the child's second language) District 41 values academic and social language development through the implementation of best practices for English Language Learners (ELLs). We believe that both instruction and assessment should be differentiated based on each student's English Language Proficiency Levels at all times and in all settings. It is our responsibility to support students through the entire language acquisition process, which may include a late exit from programs as appropriate.

In terms of instruction in the native language (the child's first language), District 41 values the use of the child's first language to promote biliteracy by supporting parents' use of their first language at home and in their community. To the extent possible, in all our ELL programs, we seek to develop or support academic skills in the child's first language while developing academic proficiency in English.

In terms of collaborative instruction, District 41 believes ELL students benefit when their ELL and general education teachers have mutual, dedicated time to collaborate on a regularly scheduled basis. Shared responsibility for planning, instruction, assessment and reporting are essential.

In terms of culture, District 41 embraces, celebrates and meaningfully integrates the rich diversity of all our students, families, and school community with passion and enthusiasm.

In terms of parent involvement, District 41 values all parents of ELLs and ensures that they are involved in and have access to their child's academic learning through focused district efforts such as parent partnerships and communication utilizing the first language.

FINAL DRAFT

Educating English Language Learners - Shared Responsibilities

ELL Teacher Responsibilities

- Pre-teach vocabulary concepts
- Inform General Education teachers of students' levels of English Language Proficiency using the CAN Do statements and other data
- Guide General Education teachers on differentiation methodology for academic instruction and assessment.
- Make personal contact with the parents of ELLs to welcome families and introduce school expectations and routines.
- Make home visits to families as needed.

General Education Teacher Responsibilities

- Provide ESL staff with unit plans prior to the beginning of each unit.
- Discuss with the ESL teacher the types of instructional focus that will be helpful during the unit.
- Differentiates instruction in the general education program based on the WIDA standards, ESL teacher guidance, and differentiation practices.
- Includes differentiation practices for ELLs in lesson plans.
- Participates in and helps to coordinate the November Parent-Teacher Conference

ELL and General Education Teacher Shared Responsibilities

Share materials, resources, and "best practices"

Prepare for the November Parent Teacher Conference

Supports students in acculturating to the junior high school's social life.

Establishes relationships with parents.

Continues to receive and seek professional development regarding ELLs.

Educating English Language Learners - Shared Responsibilities

ELL Teacher Responsibilities

- Pre-teach content vocabulary for science, social studies and math
- Provide writing support for overall high proficient students who demonstrate weakness in writing.
- Inform General Education teachers of students' levels of English Language Proficiency using the CAN Do statements and other data
- Guide General Education teachers on differentiation methodology for academic instruction and assessment.
- Make personal contact with the parents of ELLs to welcome families and introduce school expectations and routines.
- Make home visits to families as needed.

General Education Teacher Responsibilities

- Differentiate instruction in the general education program using the WIDA CAN DO statements, ESL teacher guidance, and differentiation practices.
- Assist in identifying students' weaknesses in writing
- Provide encouragement and set high expectations for ESL students to use oral academic language in the classroom.
- Provide ESL staff with lesson plans and big ideas for content instruction.
- Discuss with the ESL teacher the types of instructional focus that will be helpful during the unit.
- Include differentiation practices for ELLs in lesson plans

ELL and General Education Teacher Shared Responsibilities

Share materials, resources, and "best practices"

Elevate the status of the non-English languages and celebrate the diversity of ESL students.

Establish relationships with parents and support parents' maintenance of their native language at home.

Continue to receive and seek professional development regarding ELLs.

Glen Ellyn District 41
ENL Program Review – Recommendations
 Karen Beeman, Illinois Resource Center
 July, 2009
District-Wide Recommendations

Area	Goals	Timeline	Persons Responsible
Program Design	Develop a newcomer’s center at Lincoln school that serves all district refugees from grades K-8 for implementation in 2010/2011.	2009-2010 School Year	ELL Program Director, Lincoln and Hadley School Principal and teachers
Program Design	Encourage all bilingual Spanish / English students in the district to attend the self-contained bilingual program at Churchill beginning in PK – grade 2.	Fall, 2009	Building administrative teams, parent liaisons, ELL Program Director and team
Program Design / Accountability	Design a section for the new standards based report card for all ELLs that reflects their language proficiency	2009-2010 School Year	Sub-committee (TBD)of the ELL Steering Group
Program Design / Accountability	Special Education and Gifted programs shall be offered to ELLs in an equitable and developmentally appropriate manner	Work to begin 2009-2010 school year	Sub-committee (TBD) of the ELL Steering Group
Program Design / Accountability	Each school in the district shall include goals for ELLs in its SIP.	Fall, 2009	Building administrative team
Program District Translation Services	Provide training for translators/interpreters, presentations for all staff members at faculty meetings on district translation services	2009-10 School Year	ELL Program Director

Area	Goals	Timeline	Persons Responsible
Parent Education	Broaden the parent education programs to include the low-incidence languages represented in the district.	2009-2010 School Year	ELL Program Director Parental Involvement Committee ELL Team
Parent Education	Provide targeted parent education programs to refugee parents with different needs.	2009-2010 School Year	ELL Program Director Lincoln/Hadley Counselors/Social Workers, ENL Staff

Communication	Train all teachers on the CAN DO statements and share with them the electronic version created by the district. Support teachers in using the CAN DO statements for differentiation planning.	Pilot 2009 – 2010 School Year	ELL Program Director ELL staff Building Principals Asst. Supt. For TLA
Communication	As part of the ELL steering group, each building team shall report progress and challenges to the larger committee three times a year.	2009-2010 School Year	Building ELL leadership teams
Communication	Each building ELL team shall share with their building the values statements and committee action plan	Fall, 2009	Building ELL leadership teams.
Communication	Explore Bilingual Liasion Services (Spanish Language Line) – TBE Group	2009-2010 School Year	ELL Program Director

ESL Program

Area	Goals	Timeline	Persons Responsible
ELL Pull-Out (TPI and TBE)	Establish on-going and consistent planning time for the ELL teachers (pull-out) to meet with general program teachers to plan differentiated instruction in the general program.	2009 – 2010 School year	Building administrators Classroom and ELL Teachers
ELL Pull-Out (TPI and TBE)	Schedule the pull-out services for the ELL program before the school year begins. Decide on minutes of service based on ELP levels and include flexibility so as to meet the diverse needs of ELLs.	Early fall 2009	Building administrators, ELL teachers
ELL Pull-Out (TPI and TBE)	Ensure fidelity to the program and needs of students when adopting new initiatives. (ELL services are not	Ongoing	Building administrators, ELL Program Director, ELL Steering

	interventions).		Group
ESL-Pull Out (TPI and TBE)	Elevate the status of the non-English languages in the schools by including print in the hallways, daily announcements and other public forms of communication in the non-English languages.	2010-11 school year	Administrative team, ELL teachers and interested general education teachers ELL Program Director

Newcomer Program

Area	Goals	Timeline	Persons Responsible
Lincoln	Include socio-emotional support for refugees through the use of the school and district social worker.	2009/2010 School Year	ELL Program Director; Building Principal; Bilingual Social Worker Building Social Worker; Director of Special Services
Lincoln/Hadley	Train volunteers, staff, paraprofessionals in cultural awareness in order to work with refugees	2009-2010 School Year	ELL Program Director; Building Principal; ELL Teachers Gen. Ed. Teachers
Lincoln	Conduct home visits once a month (use District protocol)	2009-10	ELL Teacher, Building Principals

Bilingual Program

Area	Goals	Timeline	Persons Responsible
Bilingual Program at Churchill	Develop common assessments in Spanish that can be used to report student progress and that can be used as part of a student portfolio.	2009-10 school year	Bilingual teachers and IRC Consultant
Bilingual Program at Churchill	Develop a curricular scope and sequence that is aligned with the one developed by the district and that includes language allocation guidelines.	Summer, 2009	Bilingual teachers and IRC Consultant
Bilingual Program at Churchill	Elevate the status of Spanish in the school by including Spanish print in the hallways, daily announcements and other public forms of communication. Increase PR with the community.	On-going, beginning 2009-10 school year	Administrative team, bilingual teachers and interested general education teachers

Hadley Junior High School

Area	Goals	Timeline	Persons Responsible
Hadley Junior High School	Further explore the need for the ELL program to become a department officially connected to an administrator (ensures parity).	2009-2010 School Year	Building Administrators, ELL Program Director, Asst. Supt. For TLA
Hadley Junior High School	Create the ELL program schedule in the spring ahead of other schedules.	Spring 2010	Building Administrators, Asst. Supt. For TLA, ELL Program Director ELL Staff
Hadley Junior High School	Continue to support general education teachers to obtain their ESL endorsement.	2009-2010 School Year	ELL Program Director; Building Administrators; Human Resources
Hadley Junior High School	Create professional development plan for all staff to acquire best practices for ELL students	2009-2010 School Year	Building Administrators ELL Steering Group
Hadley Junior High School	Establish on-going and consistent planning time for the ELL teachers (pull-out) to meet with general program teachers to plan differentiated instruction in the general program.	2009-2010 School Year	Building Administrators
Hadley Junior High School	Explore ways to optimize the use of teacher skills such as instruction in Spanish and other native languages. Integrate language and Science and Social Studies instruction to create concrete, hands-on and meaningful instruction.	2009-2010 School Year	Building Administrators ENL Program Director
Hadley	Monitor the effectiveness of the program in terms of fidelity, satisfaction and impact.	2010-2011	ENL Steering Committee; Asst. Supt for TLA; ENL Program Director Building Administrators
Hadley Junior High School/Lincoln	Address and coordinate the needs of newcomers through the establishment of a newcomers program at Lincoln (K-8) or by a different means.	2009-10 School year	Asst. Supt. For TLA; ENL Program Director; Building Administrators
Hadley	Further explore scheduling practices to best meet the needs of ELL students	2009-10 school year	ELL Program Director Building Administrators; ELL Staff

ENL Strategic Planning Committee
Professional Development Needs:

Staff	Activity (see list below)	Area to be addressed (see list below)	Duration
Certified / Non Certified			
Veteran and New TBE/TPI			
General Education			
Administrators			
Other			
PTA/PTO members			
Parents / Community Members			
Board Members			
Activities: Workshops Coursework Conference District Institutes Lunch and Learn Inquiry Groups Support and Networking		Areas to be Addressed: Research Methods/ Materials for L1 Instruction Methods/Materials for L2 Instruction Identification & Assessment Assessment	Native/USA Culture ELLS and Sp. Ed. Standards Instructional Strategies

Evaluation
Karen Beeman
October 8, 2009

Annual Meeting for Bilingual/ESL Administrators and Title III Coordinators

1. What was the best part of the session ?
2. What suggestions do you have for improvement?
3. Please comment on the handouts. Were they helpful?
4. Additional comments:

Thank you!