

Leveraging Resources to Support the Needs of ELLs

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- Overview of on-going research and development on language, literacy, and content learning
- How schools are addressing rigorous and effective instruction for ELLs and ALL students to include **features and implementation strategies**
- Messages from teachers, administrators, and divisions from states across the United States

ExC-ELL – a professional development program for mainstream teachers of math, science, social studies, and language arts

5 years of empirical testing of ExC-ELL...no other program has undergone so much testing and refinement



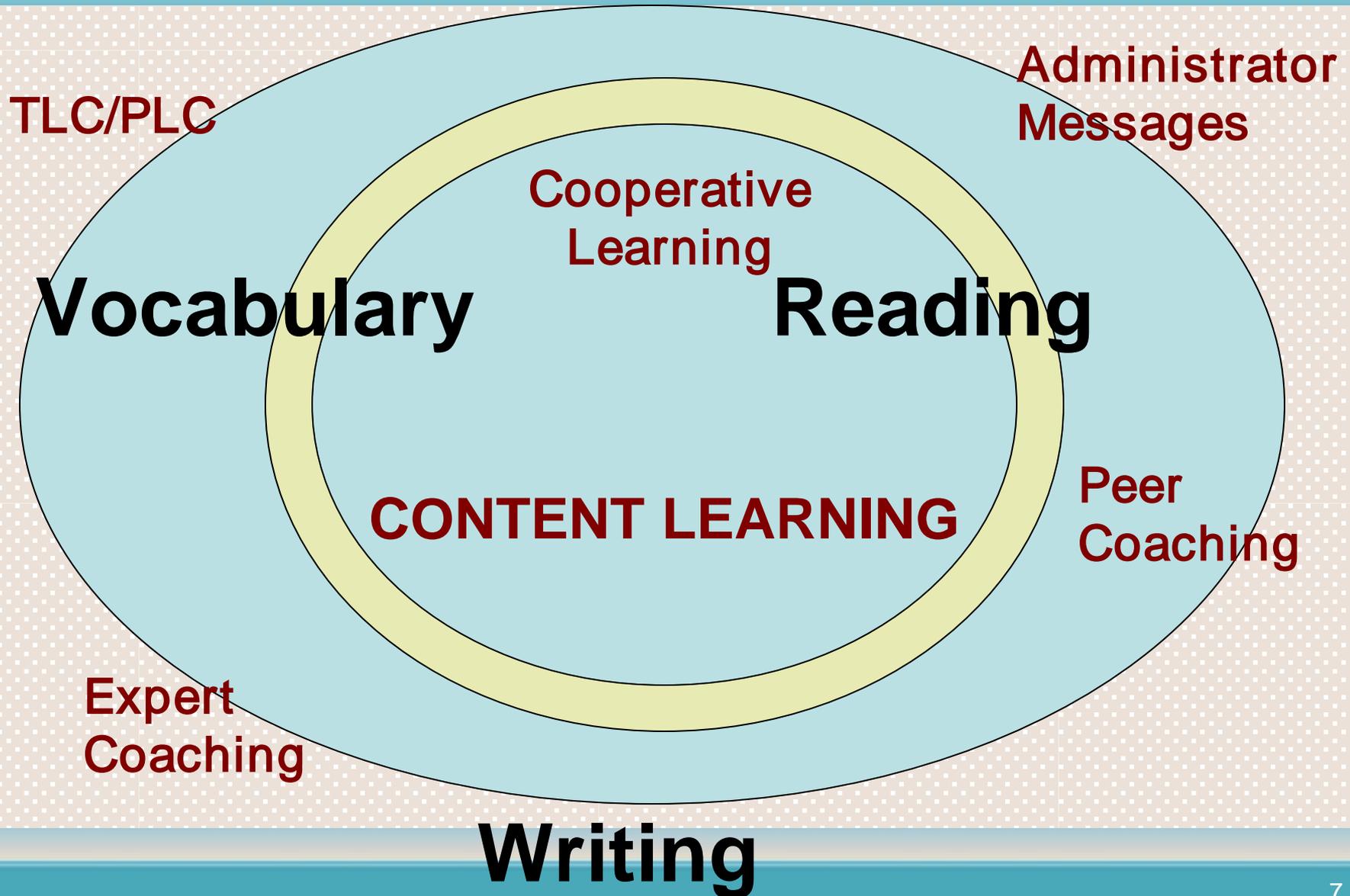
Low performing schools moved to exemplary schools and/or demonstration schools in Kauai, New York City, Salt Lake City, and Charlotte.

- LT-ELLs - Long-Term ELLs (60%-85%)
- HSN - Highly Schooled Newcomers
- SIFE - Students with Interrupted Formal Education
- SE-ELLs - Special Education ELLs
- M-ELLs - Migrant or Transient ELLs
- R-ELLs - Reclassified ELLs
- All other students

**WHOLE-SCHOOL
SUCCESS WITH
ENGLISH LANGUAGE LEARNERS
AND ALL STUDENTS!**

With PD On These Instructional Features:

- **Academic Vocabulary** (i.e. tier 1, 2, 3 words)
- **Language** (i.e. rich discussions, argumentative discourse, questions, answers, oracy)
- **Reading** (i.e. text complexity, close reading, slow deliberate reading, more informational text)
- **Writing from Sources** (i.e. texts students are reading; writing in all subject areas)
- **Building Knowledge in the Disciplines** (i.e. by teaching reading, vocabulary and writing in math, science, social studies, and language arts)



1. **Individual (student)**...academic preparedness skills, and academic tenacity skills (beliefs, attitudes, values)
2. **Setting (school)**...link data to targeted interventions, examine data with students, and provide professional development on interventions (academic language, reading comprehension, and writing skills)
3. **System (division)**...restructure resources and policies; provide more professional development on academic preparedness, academic tenacity, and college knowledge

https://ccsr.uchicago.edu/sites/default/files/publications/Menu.CRIS_.pdf

USDOJ and OCR Battle with Massachusetts!

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Required Professional Development for the 40,000 Educators on the 12 Instructional Features for ELLs' Academic Success

- 1.** Required **45 hours** for **ALL** teachers who have not yet had the training
- 2.** Required **15 hours** for **ALL** principals, assistant principals, supervisors on how to observe these strategies in the classroom, and how to support teachers

**Bold Moves by
New Mexico, North Carolina,
Massachusetts, and Virginia!**

**Professional development for participants
at the State, division, and whole-school
around ELL instruction.**

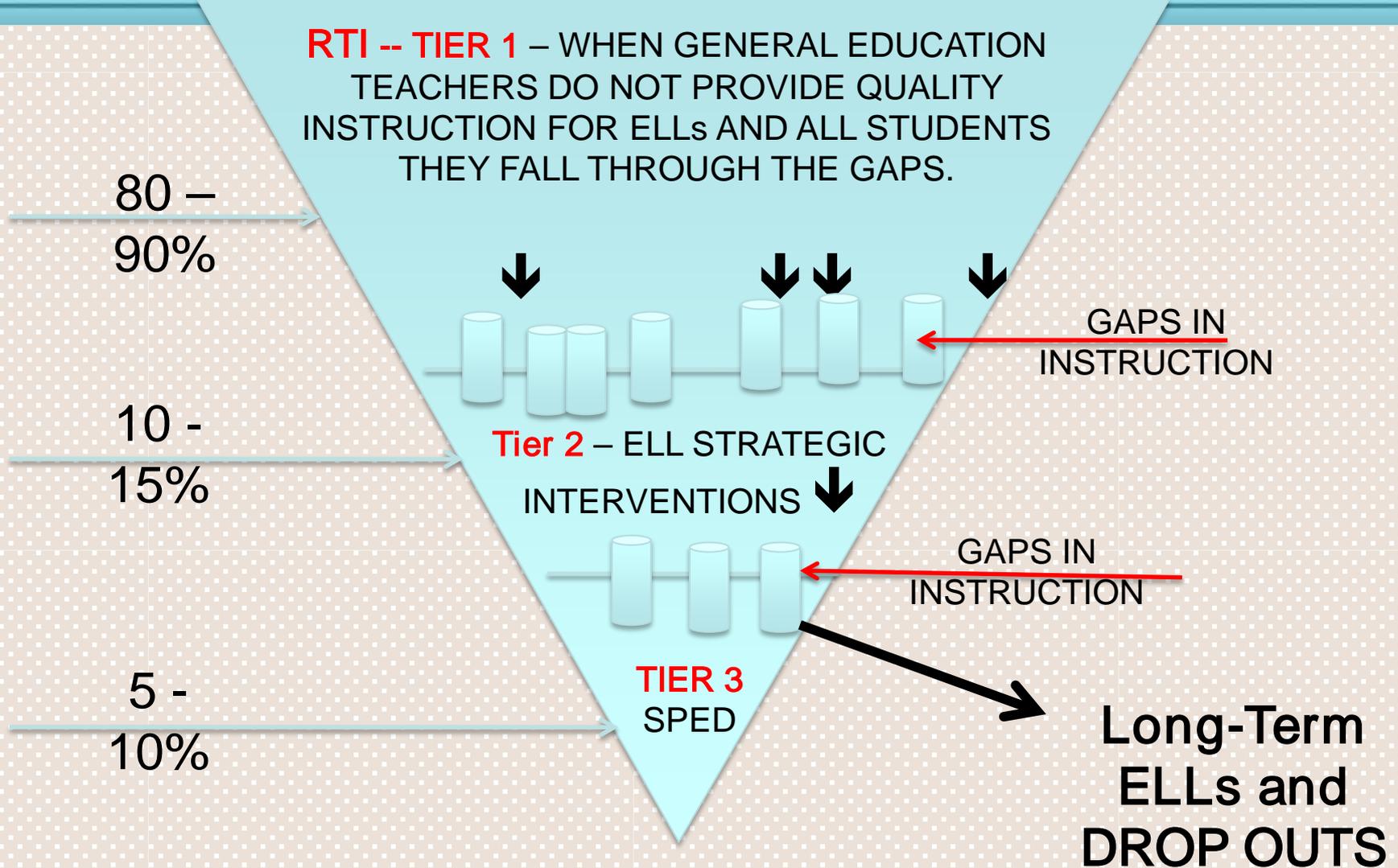
All Students Benefit!

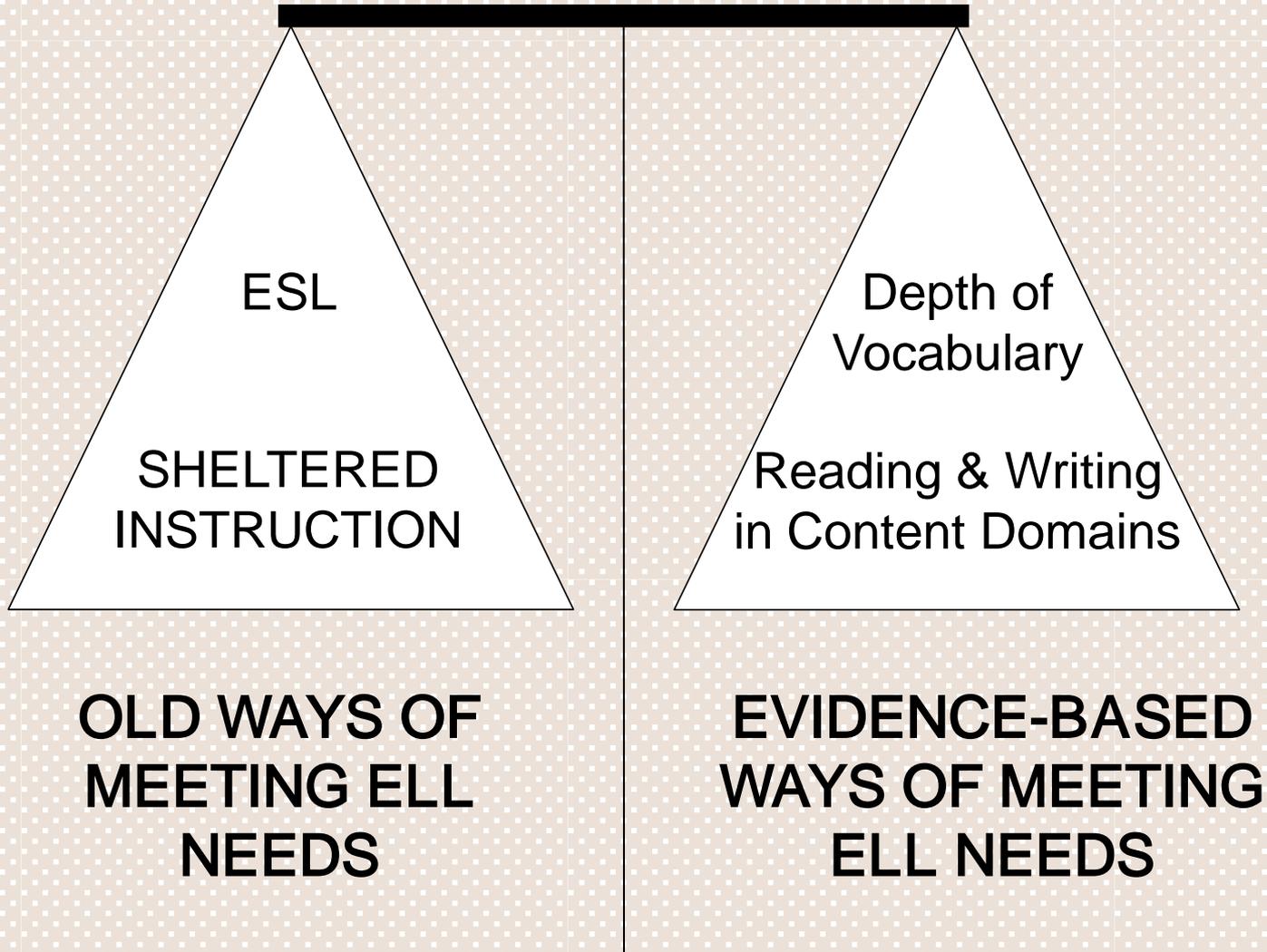
- **North Carolina Experiences Tremendous Growth in ELLs population, AGAIN!**
- **School Divisions in Virginia Experience Growth in ELLs population!**
- **Charlotte-Mecklenburg Schools ...**

1. First, trained one whole-school: results showed student growth in reading and math!
2. Next, seven schools sign up for whole-school PD including administrators, literacy coaches, and **ALL** teachers
3. Meanwhile, PD for 25 division coaches and ELL specialists provided on the 12 ExC-ELL components and how to observe, coach, and support teachers

1. PD for cohorts to include content and ESL teachers and administrators in rural districts in central and northern Virginia
2. Selected middle and high school teachers for whole-school intervention in science, including administrators, literacy coaches, and all teachers
3. PD for division coaches and ELL specialists on how to observe, coach, and support teachers

Why should all teachers learn to teach ELLs?





Features of Success for ELLs: Whole-School Commitment

1. Integrated language, literacy, and content with text...NOT isolated strategies or programs
2. Cooperative learning/student interaction
3. **Professional development for everyone... Intensive Institutes and embedded PD**
4. Teacher support and extended learning: expert and site-based coaching TLCs & online follow-up
5. Leadership support for new implementation
6. Parent/family support teams
7. A culture of relationships, hope, and love

1. Adhere fidelity to all 12 ExC-ELL components
2. Have 80% to 100% of teachers in a school implementing ExC-ELL
3. Train administrators and coaches
4. Coach teachers three to five times a year
5. Implement TLCs/PLCs

Why Are Vocabulary and Discourse Important?

- Command of a large vocabulary frequently sets high-achieving students apart from less successful ones (Montgomery, 2000).
- **The average 6-year-old has a vocabulary of approximately 8,000 words, and learns 3,000-5,000 more per year (Senechal & Cornell, 1993).**
- Vocabulary in kindergarten and first grade is a significant predictor of reading comprehension in the middle and secondary grades (Cunningham, 2005; Cunningham & Stanovich, 1997) or reading difficulties (Chall & Dale, 1995; Denton et al. 2011).

Teach Vocabulary Prevalent in Complex Texts

- Some students will have smaller tier 1, 2, and 3 vocabularies when they enter the classroom. Instruction must address this **vocabulary gap early and aggressively**
- **Provide more instruction** for students with weaker vocabularies rather than offering them fewer words
- **Focus on tier 2 vocabulary instruction** to help students access grade level texts

All Teachers Must Teach Vocabulary in Every Subject!

TIER 1 - Basic words ELLs need to communicate, read, and write. Words that should be taught

TIER 2 - Information processing words that nest Tier 3 words in long sentences, polysemous words, transition words, connectors; more sophisticated words for rich discussions and specificity in descriptions

TIER 3 - Subject-specific words that label content discipline concepts, subjects, and topics; infrequently used academic words

Rigorous Evidence-Based Instructional Features: ExC-ELL

1. Pre-teaching of vocabulary
2. Teacher read alouds
3. Student peer reading
4. Peer oral summaries
5. Depth of word studies/grammar
6. Class discussions to practice academic language
7. Cooperative learning activities
8. Formulating questions by students and Numbered Heads
9. Round Table Reviews & more close reading
10. Pre-writing & drafting
11. Revising & editing
12. Reading final product

Practice Close Reading

Anchor Knowledge

Model



Get ready



3 Partner Reading with Oral Summaries

2 Model Comprehension/Close reading

- Self-correction
- Reading Strategies

Read Aloud
Think Aloud

4 Consolidation

- Debrief/Text-based questions
- Cooperative Learning activities

5 Connect reading and writing

- Write a question
- Respond to prompt
- What I learned about.....

EXIT PASS

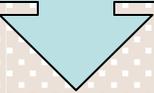
1 Prepare to read!

- Hook the reader
- Pre-teach Vocabulary
- Present Objective/s

Transitioning to Independent Reading

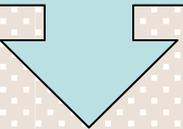
Teaching and Learning

Interactive strategies throughout the lesson to develop academic language, discourse, literacy and content knowledge in all subjects.
Ongoing formative assessment.



Transitioning to Independent Reading

After 10 minutes of daily Partner Reading and Summarization, ELLs can continue reading the next paragraphs independently, stopping every five minutes to summarize with a buddy.



Independent Reading

Assign text for students to apply strategies they learned.

Importance of PD and TLCs/PLCs on Student Outcomes

Type of Training Components	Level of Knowledge	Level of Skill	Transfer one year later	
			Teacher Use	Student Effect Size
Theory and Lecture	80%	5%	5%	0.01
Modeling and Demos	90-95%	50%	5%	0.03
Practice and Feedback	95-100%	80-90%	5%	0.39
Coaching and TLCs/PLCs	95-100%	98-100%	75-95%	1.68

Bruce Joyce & Beverly Showers, 1981; Rachel Hertz-Lazarowits, 1981; Calderón, 1984 - 2014.

Margarita Calderón/ExC-ELL®

**TRAINING
EXAMPLE**

Workshops on
vocabulary

- Reading and discussing research in TLCs
- Modeling / demos and observations on teaching vocabulary to ELLs

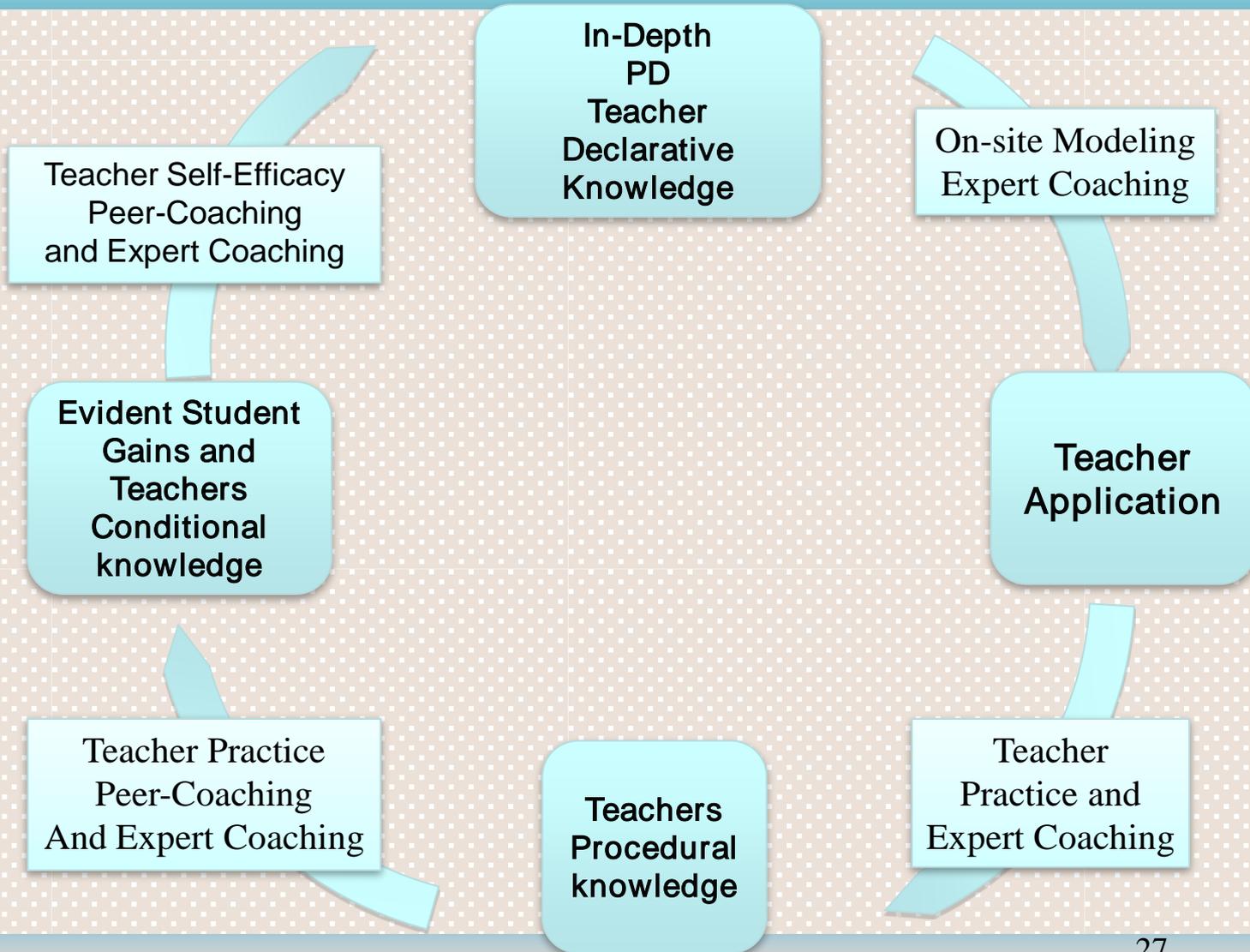
**TEACHER
TRANSFER
EXAMPLE**

- Cites sources & summarizes publications
- Vocabulary pre- post test
- Uses 5-10 strategies to teach vocabulary
- Invites teachers to observe/video tape

**STUDENT
IMPACT
EXAMPLES**

- Masters 5-10 words daily
- Uses new words in daily speech, retells
- Increased reading fluency, comprehension
- Uses new words in writing

Two-Year Professional Development Loop



Teachers Meet in TLCs to Share Lessons and ELL Successes



- Does vocabulary progress in the four core subjects – math, science, social studies, language arts?
- What strategies have worked for us this week? Who wants to demonstrate one?
- Who wants to come and observe me next week?

ExC-ELL Blueprint

- Lesson planning
- Coaching
- Collecting data
- Self-reflection
- Fidelity checks
- Principal walk-throughs
- Improving teaching and learning



VOCABULARY & ORACY	Quality of Instruction				Quality of Student Application				Comments
	1	2	3	4	1	2	3	4	
For Explicit Instruction, the teacher:									
3.1 Says the word and asks students to repeat 3 times.									
3.2 Gives the complete sentence from the text where the word is found.									
3.3 Provides the dictionary/glossary definition.									
3.4 Gives a student-friendly definition.									
3.5 Points out grammar/word structure: prefix, suffix, polysemous, cognate, past tense, etc.									
3.6 Engages 100% of the students in using the word verbally several times.									
3.7 Informs students how they will be held accountable for mastery of the word.									
3.8 Targets academic language and appropriate grammar related to subject matter.									
Examples of words taught:									



SWIVL

A 'personal Cameraman' can be used to follow the microphone/tracker that the teacher wears

Positive Framing

[Convert to Exemplar](#)
[Share video](#)
[Request a Review](#)
[Start a Self Review](#)


Audio Transcript

Time-Synced Notes

Summary Comments

**Carolyn A. Wiberg - Admin**

Posted a month ago

Look for how I introduced lesson

0:09

Reply

**Carolyn A. Wiberg - Admin**

Posted a month ago

TPE 3 Look for how I introduced lesson T

0:14

**Janney Lockman - Admin**

Posted a month ago

You do a great job of grabbing their attention and transitioning into class here.

**Carolyn A. Wiberg - Admin**

Posted 4 days ago

ADD NOTE

0:00

3:47



Clip

- Classroom Video
- Time-stamped comments
- Threaded Discussion
- Embedded audio transcript

- Share for feedback
- ExC-ELL OBSERVATION PROTOCOL
- Convert to Exemplar

Learning Sciences
Calderón Center
Language Learning & Literacy



Compliance Fidelity Efficacy Sustainability

- Observation
 - Teachers Self-Assessment
 - Student Survey
- Show practices are being implemented across classrooms

Show practices are student achievement

Development & Implementation

- Understanding of ExC-ELL Model and the three domains of vocabulary, reading, and writing
- Application of ExC-ELL strategies in all content areas
- Training of administrators & coaches for uniform understanding of the ExC-ELL model
- **Progress review to analyze data for student achievement**

Fidelity

- Reflective feedback via ExC-ELL Observation Protocol (EOP & SWIVL)
- Coaching & Mentoring of teachers for fidelity of implementation
- Full implementation of TLC/PLCs
- Integration of cooperative learning and lesson planning into the instructional framework
- **Progress review of EOP data for teacher proficiency of ExC-ELL strategies**

Replication

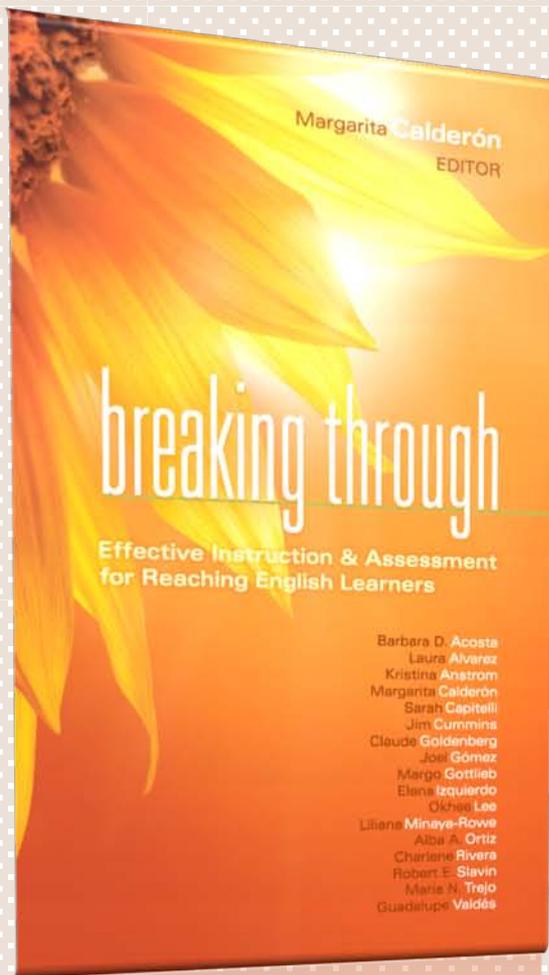
- Mastery of ExC-ELL skills to include declarative, procedural and conditional knowledge with added depth and complexity
- Deeper integration of ExC-ELL strategies into all content areas
- Training of cohort 2
- **Progress review for teacher efficacy and empowerment**

Expansion

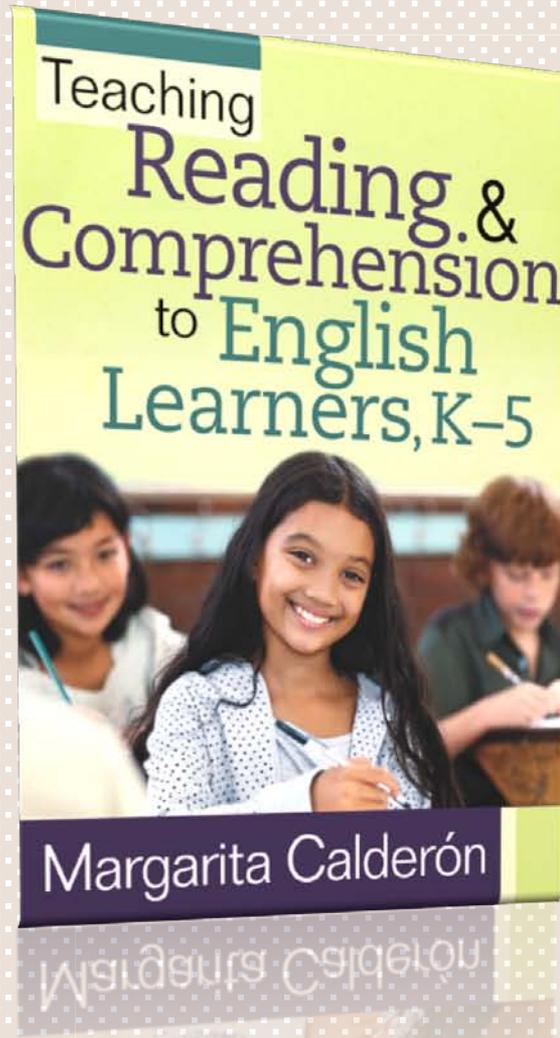
- Whole school expansion of cooperative learning and lesson planning
- Capacity building of TOTs and coaches to take the lead on embedded PD and expansion of TLC/PLCs
- **Actionable feedback through progress reviews**

Sustainability & Mentoring

- TOTs co-conduct training cohort 3 in ExC-ELL Institute
- Cohort 1 & 2 attend in-depth modules in cooperative learning or lesson planning or ExC-ELL for administrators & coaches
- School based PD & coaching by internal staff
- Celebration of expert coaches & certified trainers leading to certified schools
- Districts assume fiscal responsibility for long-term sustainability of ExC-ELL
- **Certification of schools/district**



**Winner of the 2013
Publishers Bronze Award**



**New Publication
with Online Course**

ExC-ELL

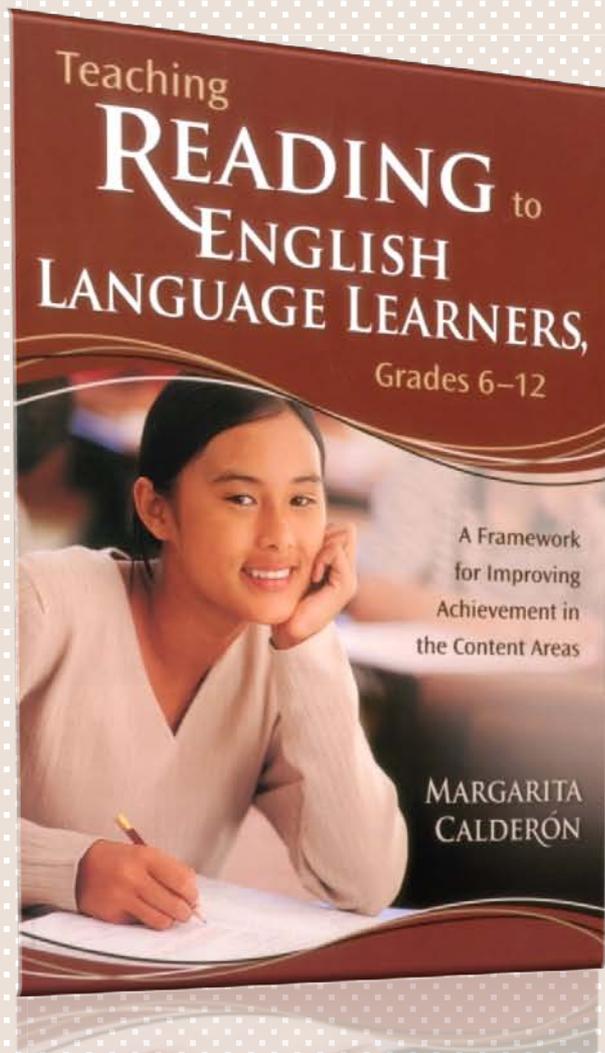
Teaching Reading and Comprehension to English Learners, Grades K–5



Online Course

With Margarita Calderón

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