

AccELLerate!

The quarterly newsletter of the National Clearinghouse for English Language Acquisition

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Professional Development for Teachers of English Language Learners: II

Welcome to the spring issue of *AccELLerate!* in which we continue to explore the challenge of providing high-quality professional development to teachers of English-language learners. We are pleased to bring you more articles on professional development written by researchers and educators from all over the country, including recipients of National Professional Development Program grants.

There are a number of topics that this theme embraces: accountability in the preparation of teachers (Ruiz & Lozano), collaboration among teaching professionals from all levels to create effective PD (Hansen-Thomas & Casey; Shin, Edmonds & Browder), reconceptualizing the curriculum to integrate ESOL content into education courses across all licensure programs (Castañeda, Fisher-Young & Perry), creating a feasible ESL licensure program for teachers in rural communities (Rodríguez & Manner), mainstream teachers' need and readiness for PD programs that support the integration of content and ESL instruction (Gomez Zwiép & Straits), and examples of good practice (Bearse; Griffin & Barton; Lems; Mahn & Bruce; and Miller & Brown). By collecting these contributions—united in theme but individual in approach—we wish to showcase the varied ideas and methods energizing current developments in PD, and hope to further the synergy between research and practice in the field of preparing teachers to work with ELLs.

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The *TEELS*: A Project-Developed Method for Increasing Accountability in the Preparation of Teachers to Work with ELLs

Nadeen T. Ruiz and Albert S. Lozano

In recent years there has been an increasing focus on teacher preparation as a means of reversing the pattern of ELL underachievement.¹ What has not kept pace with this focus, however, is the availability of tools that track the development of teachers and teacher candidates learning to address the instructional needs of ELLs. In this article we describe an evaluation instrument designed to help teacher education programs increase their accountability in the preparation of teachers to work with ELLs, the *Teacher Education English Learner Survey* or *TEELS*.² Specifically, the *TEELS* helps teacher preparation programs examine their impact on teacher candidates' readiness to work with ELLs at the end of their credential program and the beginning of their teaching careers.

Research base for *TEELS*

TEELS is based on an extensive review conducted by Ruiz and Lotan (2006) of the existing, data-based studies on teacher preparation for working with ELLs³ and robust literature on second language instruction.⁴ They found that research on both pre-service and in-service teachers identified certain background factors that were related to positive attitudes and preparation to work with ELLs, including second language study and proficiency, coursework in ESL and multicultural education, living abroad, and specific

training and guided experiences. The review also showed that (1) the research base on teacher knowledge and dispositions for working with ELLs is particularly limited in the pre-service context (where the biggest impact may reside), and (2) most studies have not explored in depth the sophisticated knowledge base of teachers that is needed to provide effective instruction to ELLs.*

Description of the *TEELS*

The 4-section *TEELS* has been administered regularly to teacher candidates at Stanford and Sacramento State Universities since 2005 at the beginning and at the end of the credential program.

- Part A has 9 questions asking for candidates' background information. The items were generated both from previous studies on this topic and the development team's extensive experience.
- Part B includes 19 questions asking candidates for their perceptions of opportunities in their teacher education program. The following stem precedes all questions: "*How much opportunity have you had in your program so far to...?*"[†] An example of an item in Part B is "*How much opportunity have you had in your program so far to develop strategies for teaching content (e.g., reading/language arts, math, science, history/social science) to students with INTERMEDIATE proficiency in English?*" Candidates indicate their

responses on a 5-point scale: *extensive opportunity, explored in some depth, spent some time discussing or doing, touched on it briefly, and none.*

- Part C consists of 8 questions designed to elicit the candidates' preferences about teaching in schools and classrooms that include ELLs. An example of an item in this section is: "*As a beginning teacher, I would prefer to teach in a specialized setting, such as a Sheltered English Immersion classroom or a bilingual classroom with all or nearly all English Learners.*" Candidates rate their agreement with the items on a 5-point scale.

Editor's notes

The following signs and abbreviations are used in the issue.



—Articles written by recipients of OELA's National Professional Development Program grants



—Success stories are brief articles describing an aspect of a project that is showing particular success

ELL, EL, or LEP—English-language learners, English learners, or limited English proficient (all refer to the same subgroup of students)

ESL—English as a Second Language

ESOL—English for Speakers of Other Languages

NPD—National Professional Development, a discretionary grant program

OELA—Office of English Language Acquisition, U.S. Department of Education

PD—Professional development

SLA—Second language acquisition

• In Part D, candidates are presented with two vignettes (out of a total of 10 possible vignettes) and are asked to generate an instructional or assessment strategy to meet the language or academic needs of EL students. One example of a TEELS vignette is: *“The English Learners in your class need to produce a specific kind of written text (a writing assignment) related to your subject matter, or a context area like history/social studies or science. You anticipate that the organization of the writing assignment will present a challenge to them. Describe an instructional strategy to help them complete this writing assignment. Explain why this strategy or activity would be effective for EL students.”* The TEELS provides rubrics to score the open-ended items. Other knowledge domains tapped by Part D are oral fluency, oral academic English, reading comprehension, writing fluency, writing conventions, first language development, comprehensible input, language and literacy assessment, and student interaction.

Emerging research with TEELS

Research utilizing the TEELS indicates that teacher education programs can impact pre-service teachers positively. For example, Lotan and Steel (2009) report a statistically significant increase in perceived opportunities to learn both general and content-specific knowledge from pre- to post-survey in two cohorts of pre-service teachers in the Stanford Teacher Education Program (STEP). Moreover, the second cohort showed a statistically signifi-

cant preference for work with EL students after the program.† The authors conclude that the TEELS “proves to be a useful tool to document and evaluate candidates’ progress in acquiring the knowledge and skills necessary to teach English learners” (p. 20).

Conclusion

To date, there are few evaluation instruments for teacher credential programs that explore in such depth the existing knowledge base of effective EL instruction as does the TEELS. Initial research and analyses of the administrations of the TEELS to teacher candidates at both a private university⁵ and a public university⁶ show that it is a highly useful instrument for capturing growth in teachers’ knowledge and preferences related to working with ELLs over time, and thus can provide assistance to teacher education programs in improving the preparation of beginning teachers of English language learners.

Funding note

Development of the TEELS was funded through a California Bi-National Teacher Education Project grant to California State University-Sacramento; the TEELS now is being used in a project funded by an NPD grant.

Notes

* Several survey studies reviewed included items about beliefs regarding first and second language instruction, but no single study included up-to-date knowledge base in English language development and sheltered content instruction for ELLs.

†The stem for these items in the TEELS was created for a large-scale study of all new teachers in the New York City school system and their respective pathways to a teacher credential (Boyd et al., 2006). It was chosen over the more typi-

cal question stem, “*How prepared do you feel to...?*” because a candidate who understands the complexities of teaching English and academic content to ELLs, may rate his/her preparedness lower than someone with a less sophisticated knowledge base.

‡The authors note that the lack of significant increase for the first cohort could be due to an initial high preference for work with ELLs before the survey.

Citations

- ¹ Echevarria et al., 2010 and others
² Ruiz et al., 2008
³ For instance, E. Ellis, 2004; Gándara et al., 2005; Griego-Jones, 2002; Karabenick & Noda, 2004; Marx, 2000; Youngs & Youngs 2001
⁴ For example, R. Ellis, 2005; Genessee et al., 2005
⁵ Lotan & Steele (2009)
⁶ Ruiz & Lozano (in preparation)

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BiSped: Filling a Critical Shortage Area

The Bilingual Special Educator Program (BiSped), a partnership between Portland State University (PSU) and ten local urban and rural school districts, recruits bilingual school employees with a bachelor's degree who seek a special education license with an emphasis on instruction and support for ELLs. The program is a two-year, part-time course of study with late afternoon and evening classes to allow students to continue their full-time employment. Each year a new cohort of approximately 10 students is recruited. The program's goals are to provide:

- a research-based licensure program leading to highly qualified special educator status to increase the academic success of ELLs and decrease their disproportionate representation in special education;
- mentorship during field experiences and through their first year of teaching to increase retention in the field; and
- support to participants and graduates in forming school-based teams with knowledge of ELL issues.

Currently, two cohorts totaling 14 students are enrolled; 9 are bilingual teachers and 5 are bilingual instructional assistants. At the end of their program, each student will receive a state-authorized special education endorsement and can serve all ranges of disabilities (low to high incidence). Additionally, they will have gained specific skills and knowledge on the intersection of bilingual and special education. BiSped students have additional courses in biliteracy, nondiscriminatory assessment, and SLA, as well as quarterly PD by leading national experts. Beyond the 60 credits for licensure, BiSped participants complete three additional classes (9 credits) tailored to provide grounding in working with culturally and linguistically diverse students—with and without disabilities—and their families.

BiSped is in its third year and, despite many challenges, has been successful in meeting a critical need to prepare bilingual special educators who can address the age-old question of 'difference or disorder,' when ELs exhibit academic difficulties, and who can help ELLs and ELLs with learning disabilities achieve educational goals.

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Elementary Teachers' Perspectives on the Integration of English as a Second Language and Science Instruction

Susan Gomez Zwiep and William J. Straits

Introduction

The high-stakes accountability system of *No Child Left Behind* mandates that LEP students be assessed "in a valid and reliable manner." However, in California, many districts have interpreted this to mean that all tests must be administered in English, even if students are not English proficient. This requirement has pressed schools to devote more instructional time to teaching English through the reassignment of instructional minutes away from science, art, and social studies to ESL and/or language arts. For subjects such as science, this has resulted in an inequitable situation: those meeting the English language performance goals have access to science instruction and those testing below this goal receive little to no science instruction. While this is true for low-performing students in general, the burden on ELLs is particularly difficult.

Research has shown that the combination of ESL and science instruction can lead to increased student performance in writing, reading, and science.¹ In an attempt to provide students with science instruction and to develop their English skills, a large, urban, "high-need" school district in California, currently identified as a Program Improvement (PI) District, has merged science and ESL. This study (1) examined the district's

initial attempt to provide equal access to science for ELLs, focusing on practicing teachers charged with creating and sustaining the integration, and (2) explored their vision of and attitudes toward the overlap between the pedagogies of science and ESL.

Method

The sample was comprised of 74 elementary teachers, 3 school principals, and 6 district ESL coaches from four elementary schools who were participating in a one-week science content institute, the first element in a four-year PD program. This article presents qualitative data collected on day three of the institute. Data sources included researcher observations, program artifacts, and evaluations. Participants were placed in groups consisting of five or six teachers (most groups also included a principal or district coach) and were asked the following questions.

1. What elements are successful for quality English language development?
2. What elements are essential for quality science teaching?
3. Using a Venn diagram, indicate which of these elements are integral to both ESL and science instruction (place in center), which elements are unique to science, and which are unique to ESL.

Once all groups had finished constructing their diagrams, participants had the opportunity to observe and discuss the work of others. Participants wrote reflections about the process at the close of the session.

Teachers' perceptions of science and ESL Integration

Written responses were categorized and tallied for frequency and placement as shown in Table 1. Most interesting was the placement of elements traditionally associated with ESL instruction, such as front-loading vocabulary, think-alouds, and the use of realia, into the common area. The perceived applicability of ESL strategies in science instruction is further evident in that overall, the most commonly cited element was the use of hands-on materials/realia that provide a real-world context and are essential for language learning. Also, teachers considered elements more commonly associated with science applicable to both science and ESL. The 5E lesson design* was assigned to the "science only" category. However, activating prior knowledge, student discussion, and evaluation, all essential elements of the 5E format, frequently were placed in the overlap category. Additionally, the majority of all elements were placed in the overlap category; 10 of the 13 groups had fewer than two elements in the science or ESL categories, placing all

remaining elements in the overlap category.

Several themes emerged from the participants' final reflections. First, participants expressed great relief in the knowledge that teaching ESL through science is in fact possible. Second, participants often stated that in the past, they didn't really have time to teach science. Many saw the merging of the two domains as the opportunity finally to provide their students with access to this content area. One teacher noted: "I learned that language proficiency levels should not impede [science] concept learning." Finally, almost every participant expressed the same desire: time to practice and plan for this integration at their school site; for example: "I am starting to understand how to connect [ESL] with science, but I need to know more. I need more practice addressing how to write a lesson with both [ESL] and science standards." This not only indicates that

teachers see this new instructional approach as possible, but that they are willing to work toward its successful implementation.

Conclusion

The results of this study indicate that, with relatively little guidance, teachers were able to envision the integration of science and ESL instruction, and once they understood this overlap, were eager to begin implementing this new approach. Many came to view this integration as a way to offer their students access to science content and take a step toward providing ELLs with the educational experiences mandated by state and national educational standards. Teachers also are aware of the complexities involved in this integration; their students have a range of content understanding, as well as a range of language proficiency in which they can access and express that content understanding. The results focus on the initial steps at creating a dis-

trict-wide science/ESL curriculum. Significant and coherent professional development programs are necessary to support teachers in both ESL and science (or any other content-area) instruction as they move forward. What appears essential in this effort is the inclusion of teacher input from the onset; their classroom perspective provides unique insight into the challenges and benefits of an integrated program. It is ultimately the work of classroom teachers that advances the learning of students.

Notes

*The 5E lesson design (Bybee, 1997), a common format for inquiry science, includes five parts to a lesson: engage – prior knowledge is activated, explore – concepts are investigated generally using some form of manipulative and teacher questioning, explain – students publicly describe their thinking on the concept, elaborate – new learning is applied to a new situation, and evaluate – student learning is assessed.

Table 1. Participants' placement of Science and ELD essential elements

Both Science and ELD	Science Only	ELD Only
Hands on/Use of Realia (92%)	Inquiry/Science Processes (38%)	ELD Standards (31%)
Graphic Organizers/Thinking Maps (69%)	Science Standards (31%)	Language Forms (31%)
Student Collaboration/Discussion (62%)	Experiments (31%)	Instruction Specific to Language Ability (31%)
Activate Prior Knowledge/Engage (58%)	Hands-on (23%)*	Front Loading (8%)*
Vocabulary/Academic Language (58%)	5Es (23%)*	
Think-alouds/Read-alouds (58%)		
Evaluation/Assessment (38%)		
Front Loading (31%)*		

The number in parenthesis indicates the percentage of the 13 groups with that response and placement. Elements that were categorized differently by groups are indicated with an asterisk.

Citations

¹ Lee et al., 2005; Lee et al., 2008; Stoddart et al., 2002.

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Video Study Groups Focus on ELL Learning

A group of six teacher-leaders at Dorothy Fox Elementary School in Camas, Washington, formed a video study group (VSG) with the explicit goal of studying and improving ELL students' mathematical understanding. The group met monthly to learn about the principles of VSG¹ and engage in PD built around video captured in their own classrooms. Prior to each meeting, Linda Griffin, the group facilitator, visited the classrooms and taped the students—focusing particularly on ELL students and their responses to instruction. Each teacher then watched the video and chose a short clip to share with colleagues as a springboard for collaborative analysis of how different instructional strategies impacted ELL students' use of academic language during mathematics lessons, and to examine the interactions among ELL and non-ELL students. At one session, the group watched a third-grade lesson in which students searched for patterns in the hundreds chart. The teachers noted that students failed to use mathematical vocabulary as they worked in pairs to complete the task. The teacher who gave the lesson admitted she was "floored" by what her students were missing. Everyone agreed with Griffin's comment that "The crux of the matter is if we don't listen to what students are saying, how do we know what they're learning?"

After taking part in the VSG for two semesters, one member of the group reflected on its impact, "This process helped focus my instruction, gave me practical ideas, and helped me think of extensions or modifications to help clarify or differentiate instruction for ELL students." Ten more teachers are taking part in the process this year, and the teachers from the initial group are serving as VSG facilitators. A recent independent review of ELL practices at the school concluded that "teachers were much more knowledgeable about strategies for ELL students and had a higher degree of confidence in their ability to implement them" as compared to the previous year. It's not clear whether some of those positive developments can be attributed directly to the VSGs. However, Principal Cathy Sork believes that the training has made a difference. "We have a lot of anecdotal data about how it's changed teachers' ability to plan lessons and it's changed the teachers' expectations of what the kids should be doing during lessons."

Funding note

The VSG was supported by the Washington Office of Superintendent of Public Instruction (OSPI) as part of a PD effort that included school-wide training in Guided Language Acquisition Design (GLAD) and other programs.

Citations

¹ Linsenmeier & Sherin, 2007; Sherin, 2004; Sherin & Han, 2004.

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Accelerating ELL Learning

Holly Hansen-Thomas and Pat Casey

Project *ACCELERATE* is a collaboration between the Fort Worth Independent School District (FWISD), an urban district in Texas with a large culturally and linguistically diverse (CLD) population, and Texas Woman's University (TWU), a public institution with a history of teacher training. *ACCELERATE* will improve ELL performance by enhancing the skills of secondary in-service teachers confronted with the challenges of meeting the needs of students who are learning English as well as course content.

Project design

During the 5-year project, 66 mainstream content teachers drawn from 37 middle and high schools in FWISD will take nine graduate hours in the form of three consecutive (primarily online) graduate classes. Upon completion of the coursework, each participant will provide turnaround PD to 5-10 colleagues who also teach ELLs on their campuses or elsewhere within the district.

Coursework

The curriculum is based on the district's model, *Sheltered Instruction (SI) for Secondary ELLs*, and includes three courses: Multicultural Education, Second Language Acquisition, and ESL Methods. As participants gain content knowledge through readings, discussions, and reflections in the first multicultural course, they use the four tenets of individual identity,

collective identity, educational equity, and culturally responsive pedagogy to identify and respond to an issue related to teaching and learning in their own culturally diverse classrooms. The second course focuses on how participants apply important concepts of SLA in their classrooms. The final course highlights research-based strategies and provides opportunities for participants to use a variety of methods that are best suited to both their content-areas and to their students. In each of the three courses, participants video-record their classrooms, and use a variety of web 2.0 tools such as wikis, blogs, and teacher tube, as well as PowerPoint. They also utilize the many tools and resources available on the Blackboard course platform, which is an important component of the online portion of the courses.

Turnaround training

Upon completion of the three courses, *ACCELERATE* participants will provide professional development to colleagues on topics relating to the special needs of ELLs. They will receive a training manual developed around the content of the graduate coursework and the FWISD's model for the education of secondary ELLs, and will use it to train their colleagues. In so doing, they will tailor its content—handouts, readings, PowerPoint presentations, activities, video clips, and suggestions for supplemental resources—to meet their campus needs.

Implementation and evaluation

The first group of nine participants began coursework in spring 2009, completed their coursework in December 2009, and will finish by presenting turnaround training in spring 2010. The effectiveness of the project will be evaluated using quantitative measures of teacher and student performance, and qualitative evaluation of progress toward project goals. Initial evidence is encouraging, as many teachers have indicated that, as a result of their participation in the program, they better understand not only current theory and pedagogy in ESL, but also collaboration, lesson planning, and, importantly, ways in which to adapt lessons in their own areas of expertise to reach both ELLs and native English speakers in their content classes. Most have begun to work closely with their administrators and department heads to disseminate knowledge about ELLs. Many participants already have made arrangements to take the content exam to become certified in ESL, and some have expressed interest in continuing their education and completing a master's degree in ESL.

Final thoughts

The collaboration between university faculty and school district personnel successfully integrates research-based knowledge about effective practices for teaching ELLs. Participants work collaboratively with each other, while

drawing on their newly garnered experiential, theoretical, and technological knowledge in order to help themselves, their students, and their colleagues to provide critically important solutions to the challenges they face. In this way, the teachers of FWISD will ACCEL-

ERATE the learning of math, science, social studies, and English for the secondary-level ELLs in their classes.

Funding note

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Meeting the Professional Development Needs of Teachers of English Language Learners



The purpose of the Language Development in the Context of the Disciplines (LDCD) program at Touro College in Manhattan is to provide PD to secondary mainstream teachers in the content areas of English language arts (ELA), science, math, and social studies, regarding the teaching of adolescent second-language learners.¹ The program offers three free graduate courses in teaching ESOL to NYC-certified teachers, online book study group options of 12 PD or 16 PD hours, free seminars by nationally recognized professors twice a year, and a sponsorship to NYC Department of Education, Chief Achievement Office (responsible for ELLs) Quality Teaching for ELs Institutes through WestED. The heart of the program is the three graduate courses. Embedded in all three courses is reflective inquiry. Teachers are required to try out a new ELL strategy that was modeled in class. They then write a reflection about the use of the strategy, noting their change in teaching practice, and bring in student work. The teachers become a community of learners as they share strategies across domains. Since the program's inception, all three courses have been completed by 96 participants, 29.6% of whom taught ELA, 16.9% math, 14.1% social studies, and 12.7% science (a total of 73.3% in these content domains), and 26.7% of whom were specialists in other domains.

In the two years since the LDCD Program's inception, secondary content-area teachers who have participated in the program have evidenced growth in their teaching practice. Equipped with a solid introduction to SLA theory and cultural sensitivity training in the first of the three courses, they move on to study and apply practice related to both SLA, adolescent literacy, and practical strategies of scaffolded instruction. The data from the focus interviews and the reflection question, "How has your teaching practice changed since you enrolled in the LDCD program?" revealed substantive changes in teaching practices. Content-area teachers now say that they

- are also "language teachers" because they are able to write clear language objectives and are focusing more on the literacy elements of their course work;
- pay more attention to the teaching of vocabulary, both content words and language process words, using more graphic organizers and vocabulary-building activities;
- are more sensitive to the particular language and cultural needs of their ESL students;
- group students more in cooperative learning groups and empower them to take charge of their own learning; and
- spend more time on differentiating their lesson plans.

The success of the program can be explained by several factors:

- an effective blending of both theory and practice of second language acquisition, as well as literacy research and practice in the coursework;
- course-embedded reflections;
- opportunities to practice new strategies in their classrooms and bring back student work for collaborative analysis; and
- collaboration among content-area teachers and exchange of best practices.

One high-school science teacher summed up her experiences in the LDCD program by declaring, "I can see now that I've become a language teacher!"

Funding note

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English for Speakers of Other Languages Mentoring Initiative for Academics and Methods Infusion (ESOL MIAMI) Project: An Overview

Martha E. Castañeda, Amy E. Fisher-Young, and Bruce E. Perry

Introduction

The State of Ohio has experienced a 108.4% growth in the ELL population in the last ten years,¹ and, despite state efforts to prepare ESOL teachers, a 34% increase in ESOL teachers is still needed in the next five years to match the expected growth of the ELL population.² Though Ohio has not mandated teacher-candidate competencies in ELL instruction, Miami University is engaged in a five-year ESOL MIAMI project to improve the preparation of teachers to work with ELLs in the mainstream classroom, challenging the dominant paradigm of teacher preparation and reconceptualizing the curriculum to prepare candidates to serve all pupils in the mainstream classroom successfully.³

The certificate model

In order to prepare teacher-candidates at our institution better, we sought out the guidance and mentorship of infusion expert faculty from the state of Florida, where ESOL training was required for all teacher-candidates and in-service teachers. Furthermore, it was Joyce Nutta, the key mentor for our project, who successfully developed and implemented the ESOL infusion approach, where content is integrated seamlessly into the curriculum and becomes a natural part of each course⁴. The ESOL MIAMI project adopted this infusion approach and used it as the foundation for a novel certifi-

cate program. The trajectory a candidate goes through in order to complete this certificate program involves a multifaceted approach:

- ESOL-specific elective courses,
- the infusion framework, and
- extended field experiences with ELLs.

These three components culminate in a university-recognized certificate acknowledging expertise in working with ELLs in the mainstream classroom.

Infusion framework

The project seamlessly integrates ESOL content into education courses across all licensure programs, each requiring a minimum level of content and competency. The infusion framework, which is the backbone of the Miami ELL Certificate Program, provides teacher-candidates with basic knowledge for working with ELLs in the mainstream classroom and is integrated through the licensure curricula. It is important to note that all teacher-candidates in our school of education will experience this infusion and thus will receive basic preparation for working with ELLs. A candidate can choose to take additional elective courses, become an ELL mainstream specialist, and be eligible for an ELL Certificate.

Courses

Candidates who elect to complete the certificate program take three additional ESOL-specific courses

that extend the basic knowledge obtained through infusion. Two of these courses equip candidates with in-depth knowledge about ELLs, focusing on curriculum, pedagogy, culture, language acquisition, applied linguistics, and best practices in teaching and assessing ELLs. The third course, designed as a culminating experience, provides candidates with opportunities to reflect on their practice, connect concepts, and apply the ideas to real-world issues.

Field experiences

Extended field experiences with ELLs, critical to the certificate program, are purposeful extensions of expectations in existing methods courses and student teaching. Through these experiences, candidates put theory into practice and document success with ELLs in mainstream classrooms. Experiences range from working one-on-one with ELLs (e.g., teacher-candidates tutoring an individual ELL), to managing their instruction in larger groups (e.g., during student teaching, teacher-candidates teach a class that includes ELLs, under the mentorship of a cooperating teacher).

Candidate trajectory

Figure 1 shows a teacher-candidate's trajectory in the program. During the first year at the university, the candidate experiences infused courses such as Introduction

ELL Certificate Program

School of Education, Health & Society

Language Acquisition Course English Proficiency Analysis

Candidates conduct an analysis that reflects understanding of ESOL strategies appropriate for different English proficiency levels and content-based instructional activities.

Principles & Practices Course Case Study

Candidates design an instructional plan for a case study student that reflects linguistic and academic abilities, social/cultural situations, learning styles, and parent involvement.

Studies in Educational Issues Course Supporting ELLs

Candidates investigate broad themes behind successful ELL instruction: creating a context, best-practice ELL instruction, and assessment.

Reading Courses,
common to all licensure programs:
• Foundations of Reading, Language, and Literacy
• Reading Instruction
• Integrating Literacy Across Content Areas

Methods Courses,

specific to each licensure program and content area:
• Early Childhood Education
• Middle Childhood Education
• Adolescent to Young Adult Education
• Foreign Language Education

Common Core Courses

- Human Development and Learning
- Sociocultural Studies in Education
- Assessment and Evaluation in Educational Settings
- Teacher Leadership and School Organization

Across the Curriculum

- Courses—at all levels of instruction and across all programs—such as:
- Adolescent Development/Families
 - Introduction to Education
 - Psychology of the Exceptional Learner
 - Health Issues for Children
 - Classroom Management

Methods Field Extension Lesson Plan Modification

Candidates modify lesson plans to include techniques and strategies for effective learning environments for ELLs.

Student Teaching Extension Project Learning Curve Case Study

Candidates develop a case study on an ELL student documenting and analyzing ELL issues.

Legend:

- Green: Elective courses
- Purple: Infused curriculum components
- Blue: Field experience extensions

Figure 1. ELL Certificate Program.

to Education and Psychology of the Exceptional Learner. This freshman year of college, the teacher-candidate also can begin the certificate program by taking ESOL Principles and Practices. In the sophomore year of college, the candidate will continue to explore and revisit ESOL content through the common core courses, including Human Development and Learning and Multicultural Studies in Education. At this time, the candidate may choose to enroll in the ESOL Language Acquisition course, the second elective course for the certificate. During the third year, the candidate continues to build skills and knowledge relating to ELLs in the methods courses and, as a certificate candidate, participates in extended field experiences requiring interaction with ELLs. Third- and fourth-year candidates are exposed to SLA-specific issues in the infused, state-required reading courses. Finally, during the fourth and last year in the program, the candidate takes the third and final ESOL certificate course, which focuses on the broad issues faced by ELL populations and their success in schools as a whole. This program culminates in the student teaching experience, where the candidate puts theory into practice in a classroom with ELLs.

Conclusion

In today's world, teacher preparation programs must ensure that all teachers are prepared effectively to teach and reach all students, including those from diverse cultural and linguistic backgrounds. The elements of the ESOL MIAMI

Certificate Program follow a curricular trajectory that infuses, revisits, and builds upon ESOL content throughout all student experiences in the program. The ELL Certificate acknowledges those teacher candidates who complete additional courses and experiences to be better equipped with the skills, knowledge, and professional attitudes to work effectively with ELLs. Through the ESOL MIAMI Project, Miami University is leading the way in modeling and ensuring that faculty and future teachers are prepared to address the needs of ELLs in mainstream classrooms. Our current activities focus on a full implementation of the infusion framework across the curriculum as well as development of certificate courses and field experience that complete the ELL Certificate Program. As candidates complete the infused course activities, elect the ESOL certificate courses, and participate in field experiences with ELLs, candidate efficacy and knowledge of ELL issues and approaches, using pre- and post-assessments, will provide long-term evaluation of the effectiveness of this project to ensure academic success for ELLs.

Funding note

The ESOL MIAMI Project is funded through an NPD grant from OELA.

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- ¹ Payán & Nettles, 2008
- ² Quality Counts, 2009
- ³ Costa et al., 2005; Gagné, 2002; Meskill, 2005.
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Professional Development in Eastern North Carolina

Diane Rodríguez and Jane C. Manner

North Carolina teachers serving increasing numbers of ELLs perceive the need for significant PD to serve ELLs appropriately. However, teachers in rural districts who wish to obtain ESL licensure often find it difficult to attend courses at remote universities. In addition, rural districts may not be able to generate the "critical mass" of teachers necessary to support satellite delivery of courses at a single off-campus site.

The purpose of Project ECU LEAP [East Carolina University: Leading Exceptional Annual Progress] is to meet this need by preparing highly qualified teachers to work with ELLs in integrated settings for four urgent-need and rural school districts in eastern North Carolina. Kansas State University (KSU) agreed to help ECU adapt their model distance-learning program—the CLASSIC[®] ESL/Dual

Language Program—to address the teaching of ELLs in the region of eastern North Carolina. CLASSIC[®] is a copyrighted acronym for *Critically reflective Lifelong Advocacy for Second language learners, Site-specific Innovation, and Cross-cultural competency*.

Seventy educators from Greene County Public School District (CPSD), Pitt CPSD, Lenoir CPSD, and Johnston CPSD currently are participating in the project. The course is offered online, and includes face-to-face opening and closing sessions as well as the opportunity to meet with other site-based participants in collegial learning communities on an as-needed basis. The objective is to enrich the interaction among the learners, the course content, and the professor, facilitating the development of critically informed understandings about the topic.

The curriculum for the program is a five-course sequence that supports add-on licensure in ESL for teachers in the state of North Carolina. The in-depth courses focus on key issues relevant to teaching ELLs. The rationale for the sequence of the program is based on the need of teachers to have a continual supply of useful ESL strategies for immediate implementation in their classes (Figure 1). The initial course in Project ECU LEAP, *Planning, Implementing and Managing ESL Instruction*, examines contemporary methods and strategies that are appropriate for providing comprehensible instruction for ELLs in the K-12 classroom, with a foundation for understanding multiple perspectives on ESL approaches to education.

The second course in the sequence is *Assessment in ESL Instruction*, which provides an

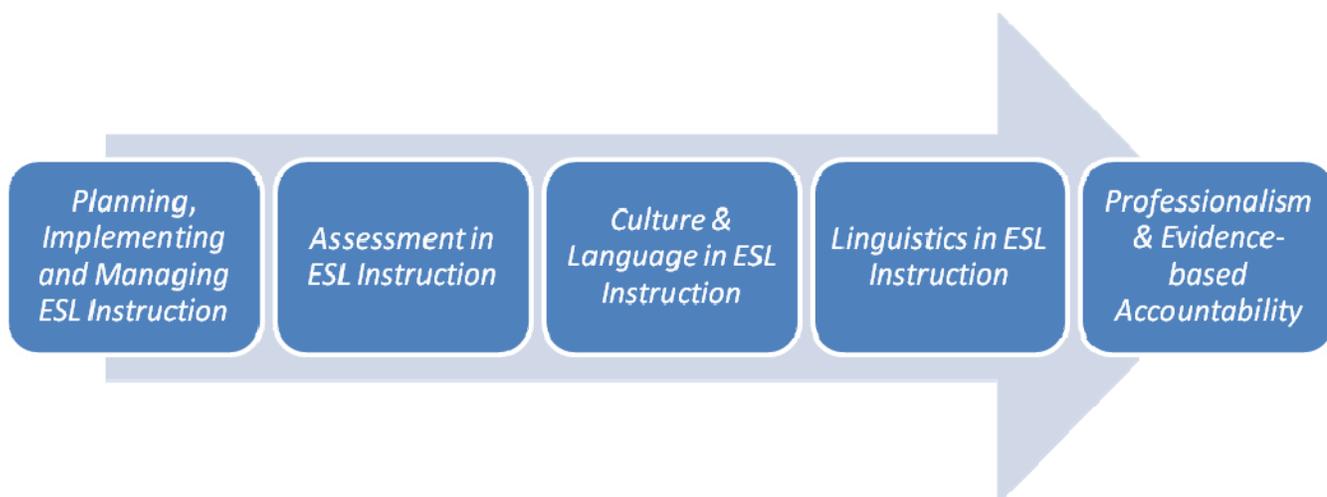


Figure 1. Add-on ESL Licensure

overview of current issues in assessing and teaching ELLs in K-12 settings, including assessment and placement, development of appropriate plans and reports in schools, informing instruction based on assessment, and implementation of effective strategies for working with culturally and linguistically diverse students and their families.

The purpose of the third course, *Culture & Language in ESL Instruction*, is to develop a deep understanding of the cultural history of the learners and to provide an overview of issues relevant to cross-cultural dynamics of ESL settings in K-12 schools, adaptations appropriate for the development and implementation of a multicultural curriculum, and essential skills for professional educators related to linguistic concepts and literacy development in ELLs.

The fourth course, *Linguistics in ESL Instruction*, provides a foundation in linguistics appropriate for K-12 teachers in ESL settings with emphasis on the structure and function of language and planning for effective delivery of curriculum based on state standards for ELLs. Finally, *Professionalism & Evidence-based Accountability* offers a critically reflective process supported by development of a cross-culturally sensitive portfolio of artifacts, evidences, and tools for use with ELLs and their families in the K-12 setting. After the final

course, teachers are ready to advocate for ELLs' academic rights.

The program emphasizes process thinking and critical reflection on the appropriate adaptations and modifications of theory and concepts learned to the particular needs of ELLs in the participants' classrooms,¹ as well as development of cross-culturally competent professional practice and advocacy skills related to safeguarding the rights of ELL students and families. The blended model, composed of an effective combination of online and site-based inquiry, is essential, given the remoteness of school sites from the university campus as well as the smaller number of teachers to be served in most rural communities of the geographical area.

Project LEAP, therefore, provides a smooth avenue to prepare teachers for work with ELLs and to increase the number of highly qualified teachers in the field. Although PD is provided for current classroom practitioners at the graduate level, the authors' recommendation is to initiate the model within initial teacher preparation programs as well. Such a comprehensive approach would support development of teacher candidates who are prepared to merge ESL methods with curricular content to support rigorous academic standards for ELLs. In its present iteration, the five-course sequence is reactive to the imme-

diated needs of practicing teachers, and, as such, presupposes a lag in providing services to ELLs related to the teachers' learning curve as skills and knowledge are developed. An expansion of the program to include undergraduates in Teacher Education would create a more coherent approach in which the efficacy of integrating ESL methods with curricular content would be operational at the time of initial certification, as well as continuing to be available to in-service teachers at the graduate level.

Funding note

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The Academic Literacy for All Project: A Professional Development Model



The Academic Literacy for All (ALA) project is a PD initiative that addresses the challenge of assuring academic literacy for all students and provides continuing support to secondary content-area teachers of ELLs in Albuquerque and Los Lunas, New Mexico, public schools. The PD includes:

- a semester-long graduate-level ALA seminar and a two-week summer institute in which teachers learn about theories and practices that support ELL language and literacy development, and
- school-site PD workshops, during which teachers learn about the ALA protocol and practice ALA in their own classroom. A colleague, who has attended the ALA seminar and summer institute, observes them in their classrooms and offers constructive feedback and support.

The ALA Protocol

The ALA protocol incorporates effective instructional strategies for ELLs in a coherent lesson that can be used across content areas, and allows students to use writing as a way to think and learn that draws on their own experiences. It is designed as an introduction to a unit in content-area classrooms and serves as a bridge from students' concepts to the central concepts of the unit.*

- To begin the ALA Protocol, the teacher divides students into groups of four based on language proficiency. When possible, students who are more proficient in a language other than English are paired with students who are proficient in both that language and English.
- The teacher gives students a writing prompt related to a central concept in the unit and asks them to write two sentences in either their home language or English. The development of this prompt, crucial to the success of the protocol, is difficult in that there is a temptation to ask for a definition based on knowledge that the unit is designed to convey.
- The teacher asks students to work with their partners to create two new sentences combining ideas from each student's sentences. In doing so, students who have written sentences in another language can access the concept in their native language and learn corresponding English words, which helps their conceptual and language development.
- The two pairs of students discuss the two sets of two sentences as a group and create another two new sentences, which they copy onto a large piece of paper for display. This helps students focus on ideas as they learn to persuade and compromise. Students also see that revising their writing can help to clarify an idea or concept.
- The teacher reads the groups' contributions aloud, helping to scaffold the texts for ELLs. Then students individually write down the number of the group other than their own that they think best captures the concept in the prompt. This encourages students to read and analyze all selections and to use the academic thinking that will help in all content areas—compare and contrast, synthesis, evaluation, etc. Students then try to reach consensus as a group on one selection. The discussion helps students gain different perspectives on a concept and deepens their understanding of its relationships with other concepts.
- The teacher asks the groups to look for similarities in themes and “academic” words among the groups' sentences. The teacher also leads a discussion of words and concepts in students' writings that often are difficult for ELLs, such as “because,” “although,” “if,” and “then.” Finally, the teacher reads aloud an academic text displayed on an overhead projector that is related to the writing prompt and thematic unit. The students compare the displayed text to their own and look for similarities and differences and for difficult words and syntactical constructions.

Teachers who have participated in ALA PD initiatives report that ELLs and other students respond positively to the ALA protocol and move to a higher level of conceptual thinking through its use. Teachers also state that through applying what they learned in ALA PD activities and using the ALA protocol, they facilitate higher levels of student engagement and understanding in their classrooms, especially for ELLs. Indeed, a geometry teacher who used the ALA Protocol to initiate a unit on proof noted that her students understood the concept of proof far better than students whom she had previously taught this same concept, saying, “I felt that I should call all my students over the past ten years and apologize for not having given them the same depth of understanding that students got with a unit introduced with the ALA protocol.”

Notes

*Step-by-step instructions for the ALA Protocol and more information on the ALA Project are available at <http://ala.unm.edu>.

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Collaboration is the Key to Successful Professional Development: The UMBC STEP T for ELLs Program in Maryland

Joan Kang Shin, Lori Edmonds, and Christopher Browder

Introduction

STEP T for ELLs (Secondary Teacher Education and Professional Training for ELLs), administered by the University of Maryland-Baltimore County (UMBC) in consortium with Maryland State Department of Education (MSDE) and Howard County Public School System (HCPSS), is a PD program designed to help secondary content teachers better serve ELLs. This program provides up to 15 hours of in-service PD (1 state-certified PD credit) for math, science, and social studies teachers through both face-to-face and online delivery in the following six areas focused on teaching ELLs:

(1) ELL profiles, (2) cross-cultural communication, (3) literacy development, (4) teaching strategies, (5) adaptation of materials, and (6) classroom assessment. Since the inception of this five-year program in 2007, STEP T has provided face-to-face PD to over 470 middle and high school teachers in 13 school districts in Maryland, with plans to expand statewide through MSDE with online instruction. By 2012, STEP T will have provided PD to at least 1,000 content teachers in the state of Maryland.

Since PD should be embedded in the daily lives of teachers and use strategies that are tailored to their

specific needs, collaboration among teaching professionals from all levels was essential.¹ Therefore, the first two years of STEP T were devoted to development of effective PD through careful collaboration among teams of various teaching professionals from the university and local school systems to ensure the program incorporated all relevant perspectives (see Table 1). This development process included multiple pilots of module material to teachers in various school districts, evaluation of materials by all development teams, and a final review of the modules by MSDE.

Table 1. Teams for Development

Content Area	Members of Development Team
Science	<ul style="list-style-type: none"> • UMBC ESOL professor • UMBC secondary science professor • HCPSS secondary science coordinator • High school ESOL teacher co-teaching biology class
Math	<ul style="list-style-type: none"> • UMBC ESOL professor • UMBC secondary math professor • HCPSS middle school math resource teacher • High school ESOL teacher of a sheltered algebra class
Social Studies	<ul style="list-style-type: none"> • UMBC ESOL instructor / Ph.D. student • UMBC secondary social studies adjunct instructor / high school social studies department chair • HCPSS high school ESOL teacher of sheltered social studies classes

Development of successful PD depends on dynamic interactions between research on teaching content to ELLs and the real-life knowledge and skills of practitioners. Therefore, the university-level grant recipient aimed to work more horizontally in the de-

velopment process by collaborating with teams of teachers and educational administrators at the local level to design a series of PD modules addressing the needs of ELLs and relevant to content teachers in particular school districts.

PD is not one-size-fits-all, but “needs to be tailored to fit the context” of teaching and learning.² Therefore, the program also was designed to encourage collaboration among participating teachers to co-construct applications appropriate for their ELLs.

Collaboration in practice

Table 2 demonstrates the process of collaboration in STEP T through a description of the development of one area of instruction called “ELL Profiles.” The developers of STEP T felt that participants should

know more about ELLs as individuals and understand how their family backgrounds can influence their success in school. Using Walqui’s (2005) work as a model, the secondary school ESOL teacher, working with the social studies

team, wrote profiles based on the local ELL population in Maryland. With the new profiles resembling their own students, many teachers commented that they felt they “knew that kid.” Survey results of 59 teachers in Maryland who

Table 2. Steps of Development Using a Collaborative Model

Steps	Process of Development for “ELL Profiles”
Step 1	Book chapter with profiles of ELLs recommended by university professor; added to the reading list for PD program
Step 2	Six profiles written by ESOL teacher based on students typically found in local area
Step 3	Six profiles reviewed and approved by development teams and STEP T Advisory Board (members from UMBC, HCPSS, and MSDE)
Step 4	Activities developed to connect teachers to ELLs on a personal level by <ol style="list-style-type: none"> 1. Reading one ELL profile and filling in graphic organizer (<i>see Activity 1</i>) 2. Role playing an ELL in a group jigsaw activity (<i>see Activity 2</i>) 3. Discussing main factors that affect ELL academic achievement with other teachers and connecting those factors to teachers’ classrooms 4. Interviewing ESOL teacher in school to find specific information about the ELLs (<i>see Activity 3</i>).

participated in the ELL Profiles Jigsaw as part of a pilot program showed that this activity was successful, with 86.4% of teachers rating the activity “Effective/Useful” or “Very effective/useful.” Comments from teachers included that they “were able to see different types of students” and that the activity was a “great way to understand the background of some of our possible students.”

Although STEP T is still in the early stages of program evaluation, preliminary survey results indicate that this process of collaboration among teaching professionals from the university, state educational agency, and local school system, as outlined in Table 2, helped to develop effective PD that connected teachers on a personal level with ELLs they likely will encounter in their classes.

Furthermore, the activities developed (Table 2, Step 4) encouraged collaboration and discussion among peers about ELLs in Maryland and created an opportunity for meaningful interaction and dialogue between content and ESOL teachers about ELLs in their school (see Figure 1).

Conclusion

The strength of the development phase of STEP T was the dynamic collaboration between teachers and administrators that emerged at both the local and state levels. By involving a university, the program developers ensured that the PD was grounded in theory and research. By involving the state educational agency, the program developers ensured that the program met state standards. The involvement of local teachers and administrators enabled STEP T to

shrug off the mantle of the “outsider” and design a program relevant to the context of the participating teachers.

The development phase was completed in the second year of this five-year program. Now in its third year, STEP T is embarking on its implementation stage. The goal of this stage is to provide PD to all 24 school districts in Maryland through UMBC and MSDE. Implementation will require continued collaboration among professionals at the university, state, and local levels. Because the state educational agency has standards but does not mandate specific textbooks or activities, effective PD will necessitate the use of examples and curricula from local school districts in which the PD is taking place. Therefore, the plan for the next three years includes recruit-

ing teacher-leaders from across the state who can incorporate materials relevant to the local curriculum as they implement the STEP T for ELLs Program in their school district. For more information about the UMBC STEP T for ELLs Program, see the program website: www.umbc.edu/stept.

Funding note

STEP T for ELLs is funded by an NPD grant from OELA.

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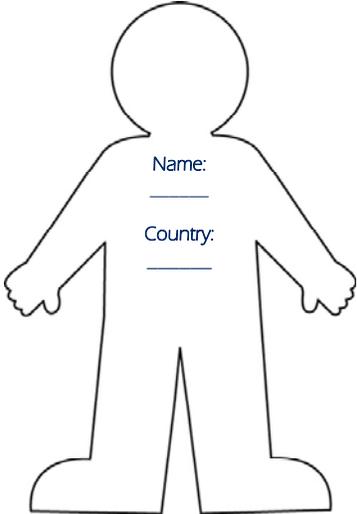
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Figure 1. Activities within the Collaborative Model

Activity 1
WHO I AM: ELL Profile Jigsaw, Part 1
Directions: Read your ELL Profile. List aspects of your ELL profile that you think will make an impact on your ELL's academic success, both negative and positive. Note: Be ready to play the role of your ELL! In the next step your classmates will ask you for information about your background.

POSSIBLE POSITIVE IMPACT
1.
2.
Etc.
POSSIBLE NEGATIVE IMPACT
1.
2.
Etc.



Activity 2
ROLE PLAY: ELL Profile Jigsaw, Part 2
Directions: Interview the ELLs in your group. Find out their name, country, and any information that you think will help you better understand your ELL and the factors that might impact his/her success in your class. Everyone should take a turn being the ELL and answer questions based on the information learned.

NAME	COUNTRY	BACKGROUND INFORMATION
1.		
2.		
3.		
Etc.		

Activity 3
Assignment # 1: ELL Profile
Write a two-page profile of the ELLs in your school. Interview an ESOL teacher in your school about your school's ELLs and write a report. Try to find out as much information as possible about the ELL experience and the challenges your ELLs face on a day-to-day basis, as well as your ELLs' cultural, linguistic, family, and educational backgrounds. Ask the ESOL teacher for any "artifacts," including forms, profile sheets, progress reports, etc., that s/he thinks would be important for you to see as a content teacher. Attach any artifacts to your report.



Satisfying Conclusion to a Five-Year Federal Grant



Project *Building Community for English Language Acquisition*, was a 5-year-long collaboration among National-Louis University and administrators from three school districts in DuPage County, Illinois.

Goal One: To provide coursework to obtain state ESL approvals

The project's first goal was to obtain state ESL endorsements for 60 teachers in the districts, giving the teachers highly qualified status to teach ELLs. Teachers were recruited in equal numbers across the three districts and took a 6-course sequence with a reduced tuition. Districts took turns hosting the cohorts, which met one evening each week for two years. As project director and one of the instructors for all four cohort groups, I enjoyed watching students "cross-fertilize" and generate new ideas. Teachers from the high school district were able to network and compare notes with teachers from their feeder schools, and teachers at the same grade levels from neighboring districts were able to reflect on such topics as ESL/bilingual instructional models, use of technology, ELL assessments, and family literacy events. Although relocation, maternity leaves, and district layoffs caused some attrition, we counted 59 completers by the end of the grant! Happily, there was at least one completer in each school within the three districts, and some schools have several, creating a solid core of expertise.

Goal Two: To develop in-district leadership

The second goal, to develop ESL teacher-leaders to serve as district mentors, grew over the project's timeline. A handful of strong ESL teachers was identified initially by the superintendents, and a core group of five mentors, two from each elementary district and one from the high school district, worked together throughout the grant. We paired each cohort member with a mentor whom they could consult for help in developing ESL best practices. Mentors visited their partner's class twice during the two-year sequence. We developed an observation protocol for those visits that was later adopted by a university with a similar grant. Mentors presented at state conferences, taught some of the coursework, presented at our PD events, and helped organize family literacy events, which the grant was able to assist with books for the families. Mentors also took on leadership positions in Illinois TESOL/BE and on their districts' school improvement and technology teams.

Goal Three: To provide PD for district staff

Classroom teachers could take the ESL-approved coursework, but what about all the staff who dealt with ELLs every day in different settings—the counselors, learning specialists, deans, and even long-term subs? The third leg of the grant provided PD for general staff not in the cohort groups. We provided six events, called Forums, per year. These consisted of a series of captivating programs, carefully chosen before the beginning of each year by the grant team, on topics such as Content-Based Instruction for middle school ELLs; Using Inspiration Software for graphic organizers; Adapting the 6+1 Writing Traits for ELLs, and much more. Forums were always a "full house" and received highly positive evaluations. The final year we featured in-district presenters, providing a great showcase of district ESL expertise.

Five years of high profile attention to the academic and infrastructure needs of ELLs has opened valuable dialog in the districts and raised some ELL student achievement. For example, in 2008, Lake Park School (84% Hispanic, 69% low income) in Addison was recognized as an Illinois "Spotlight School." Best of all, the project, while increasing professional capacity, also generated excitement and enthusiasm about providing the best possible educational environments for ELLs.

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askNCELA's Inbox

in which we highlight the answers to commonly asked questions that appear in our e-mail inbox.

Q: Are there webinars on PD for ELLs available on NCELA's website?

A: There are several webinars available at <http://www.ncele.gwu.edu/webinars/topic/development/>. For example,

- [Implementing Professional Development for Content Area Teachers with ELLs](#)
- [What Teachers Need to Know to Assist ELLs in Math](#)
- [Professional Development for Content Area Teachers of English Language Learners](#)

What Have We Learned?

Judith Wilde

After devoting two issues of *AccELLerate!* to PD, what have we learned? First, there is a sound grounding in theory, research, and practice. These articles clearly demonstrate three of the essential principles for PD:

- build on a foundation of skills, knowledge, and expertise;
- engage participants as learners; and
- provide practice, feedback, and follow-up.

Second, collaboration across entities such as schools (especially across transitional grades), school districts, institutions of higher education, and state education agencies also contributes to a successful PD experience for all concerned.

Finally, the most difficult aspect of PD remains—did the PD really work? Did the PD result in changes in participant knowledge, behavior, expertise and, perhaps even more importantly, in increased student achievement? These are the final two principles for PD: assessment of change in participants' knowledge and skills as well as their students'.

Assessment of PD

When providing PD to educational personnel, three types, or areas, of assessment should be considered: (1) assessment of implementation, (2) ongoing, informal assessment, and (3) concluding assessment.

Assessment of PD implementation ensures that the program has

merit, provides needed information to participants, and does so in a manner that is appropriate and useful. Checklists; rating scales; and interviews, focus groups, and surveys can elicit such information. Items should focus on the development and content of the PD; scoring will identify successes and weaknesses of the planned PD.

Ongoing, informal assessment of participants' progress is essential. The focus of these assessments should be on each participant's knowledge of content presented and their demonstrated ability to use the strategies and techniques successfully. Observation, monitoring, and individual feedback should provide the basis for ongoing informal assessment and evaluation. Peer coaching is a valuable technique but should not be used as an assessment of skill or knowledge.

Finally, there should be a summative assessment of participants' knowledge and skills. A valid and reliable assessment of issues, concepts, and facts presented during the PD will provide key information. Creating an appropriate lesson plan, an observation with checklist, a video demonstration, or a portfolio of materials may provide needed evidence. Self-assessments may provide attitudinal information, but tend not to be reliable indicators of skills or knowledge. In addition, student assessments should show improvement as the instructor becomes more

familiar and comfortable with the new techniques and approaches. Ultimately, these results should be reported to key stakeholders.

Assessment of participants can be difficult for various professional reasons (e.g., Who will know the outcome of the assessments? Can the assessment affect their salaries?) and assessment of students can be difficult for similar reasons (e.g., If students' knowledge does not improve, will this negatively affect the teacher?). Nevertheless, assessment is important to demonstrate the long-term effects of the PD.

Conclusions

Many of the programs described in both issues of *AccELLerate!* are still in implementation phases; they appear to be well on the way increasing the expertise of many professional educators working with ELLs. It is encouraging to note the number of PD projects herein that exemplify the principles of good PD as well as the variety of populations being served—in-service and pre-service, elementary and secondary, rural and urban. We hope that as the PD continues, project directors will assess the results.

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