The Coaching and Self-Reflection Tool for Competency in Teaching English Learners

Aligned to the Connecticut Common Core of Teaching (CCT)
Rubric for Effective Teaching 2016

February 2017
www.ct.gov/sde/englishlearners

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

the RESC Alliance
CONNECTICUT ALLIANCE OF REGIONAL EDUCATIONAL SERVICE CENTERS

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Contents

Introduction

The Coaching and Self-Reflection Tool for Competency in Teaching English Learners, aligned to *Connecticut's Common Core of Teaching (CCT) Rubric for Effective Teaching 2016,* can be used for professional development and growth as well as guiding observations and the discussions that follow. This tool was developed by the Connecticut EL Strategic Partnership, which is a collaboration of the Connecticut State Department of Education (CSDE) and the regional educational service centers (RESCs).While this tool corresponds to domains from the CCT Rubric, districts that use other systems of evaluation can still use it to guide discussions and self-reflection. This tool is not intended for evaluation purposes. Rather, the intent is to assist principals, coaches, and educators regarding the instructional shifts and rigor inherent in the Connecticut English Language Proficiency (CELP) Standards and best practices in teaching about the diverse cultural and linguistic needs of English learners.

Audience

The Coaching and Self-Reflection Tool for Competency in Teaching English Learners is intended to be used by Connecticut administrators, coaches, TEAM mentors, other leaders, and classroom and support teachers. This tool is not limited to use with bilingual and/or English as a Second Language (ESL) teachers; instead, this tool can be used for a professional discussion for any teacher of English learners.

Use

Practitioners can use this document to reflect on the practices and strategies they use in the classroom to support English learners and to learn about potential strategies they can use to augment their practice. Teachers and coaches can use this tool to determine a targeted area for observations and coaching conversations. Coaches can use the sample questions to guide their conversations with teachers. Sample "might sees" were developed by Connecticut educators. Throughout the document, there are hyperlinks to resources with strategies and practices to support English learners in the classroom.

Might Sees

Each lesson and situation described includes snapshots relevant to diverse teaching roles and English learner populations along with levels of English language proficiency from across the state. The "might-see" described is not rated, and therefore is not meant to be used in evaluating teachers or to represent all situations across the state. Instead, all elements of the document are meant to be used in coaching and self-reflection.

Stakeholder Input

The CSDE and the RESC Alliance solicited input from multiple stakeholder groups in the development and use of this tool. Stakeholder feedback groups, composed of ESL and general education teachers, coaches, and administrators, included RESC English learner councils and Connecticut Administrators of Programs for English Language Learners (CAPELL).

The Coaching and Self-Reflection Tool for Competency in Teaching English Learners

- **IS** a tool to be used in a professional coaching conversation.
- **CAN BE USED** in self-reflection on best-practices for English learners.
- **CAN BE USED** for reflection and discussion for **ANY** teacher of English learners (and is not exclusive to bilingual and/or ESL teachers).

- **IS NOT** to be used as a checklist of "must-sees."
- **DOES NOT** serve as a rubric for evaluation.
- **IS NOT** an exhaustive list of teacher best practices for English learners.

This tool, in addition to a variety of English learner resources, can be accessed on the CSDE English Learners page at www.ct.gov/sde/Englishlearners.

Connecticut Common Core of Teaching (CCT)
Rubric for Effective Teaching 2016 — At a Glance

Evidence Generally Collected Through **In-Class Observations**	Evidence Generally Collected Through **Non-Classroom/Reviews of Practice**
▶ Domain 1: Classroom Environment, Student Engagement and Commitment to Learning	▶ Domain 2: Planning for Active Learning
Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by: 1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students. 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. 1c. Maximizing instructional time by effectively managing routines and transitions.	*Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:* 2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students. 2b. Planning instruction to cognitively engage students in the content. 2c. Selecting appropriate assessment strategies to monitor student progress.
▶ Domain 3: Instruction for Active Learning	▶ Domain 4: Professional Responsibilities and Teacher Leadership
Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: 3a. Implementing instructional content for learning. 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. 3c. Assessing student learning, providing feedback to students and adjusting instruction.	*Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:* 4a. Engaging in continuous professional learning to impact instruction and student learning. 4b. Collaborating to develop and sustain a professional learning environment to support student learning. 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

Visit the State Department of Education's Educator Effectiveness and Professional Learning website for the complete *Connecticut Common Core of Teaching Rubric for Effective Teaching 2014*.

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning

Teachers promote student engagement, independence, and interdependence in learning and facilitate a positive learning community through:

1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students

A positive learning environment is crucial for English learners because, according to the Affective Filter Hypothesis (Krashen, 1982), emotional variables such as anxiety, motivation, and self-confidence affect language acquisition. In addition, the need to recognize and access the funds of knowledge that ELs maintain (Moll, Amanti, Neff, & Gonzalez, 1992) is a guiding principle of the 2015 CELP Standards.

Specific practices and strategies that create a positive learning environment for English learners may include:

- Learning to pronounce English learners' names correctly and using their names when addressing them.
- Recasting errors in a gentle way, e.g., "I eated breakfast." Teacher responds, "I ate breakfast, too. I ate toast. What did you eat?"
- Inviting discussions about culture and language into the classroom through consistently
- acknowledging and incorporating students' cultural, ethnic, social, and developmental diversity, including differences between speakers of the same language, to enrich learning opportunities.
- Holding appropriately high expectations for students based on the English language proficiency levels of students, using the CELP proficiency descriptors as a guide.
- Clearly labeling areas of the classroom in multiple languages.
- Using leveled scaffolds appropriate to the English language proficiency level (see the Linguistic Supports in the CELP Standards for supports by level) of students that allow access to rich and complex content may include:
  - o activating background knowledge;
  - o native language supports;
  - o leveled text supports (shortened text, alternate texts, or native language texts).
  - o leveled sentence starters;
  - o increased wait time and slow rate of speech;
  - o visual supports like pictures, gestures, video, and realia;
  - o flexible grouping with a range of English language proficiencies of students;
  - o discussions about appropriate register to use with different audiences; and
  - o opportunities to develop pronunciation without fear.

Sample "Might See" for 1a

In an eighth-grade social studies classroom in which 12 of 23 students are Spanish-speaking English learners primarily from Puerto Rico and half of the 12 students are newcomers, an observer might see the following:

- Posters in English and Spanish displaying collaboratively determined goals for students in student handwriting. One goal reads, "I will use primary sources in my research." Another goal reads, "I will adapt how I write depending on who the audience is."

- The teacher states, "Today we are going to work collaboratively in groups. When you think of the word collaboratively, what does it mean to you? When I think about collaboratively from my culture, I think about certain characteristics, but I want to make sure we all understand the cultural expectations of this classroom before we get started. Take two minutes to talk in groups to discuss this question. If you need help getting started, think about using this sentence frame: Collaboratively means working (fill in the blank)." Teacher hands out several images of diverse students and adults working together on projects.
- Teacher states, "You say that Juan isn't listening to you. What assumptions may you be making about Juan's intentions? How can you be sure?"

Q: *Sample coaching and reflection questions*

- When you think of the rapport and positive social interactions you have established in your classroom, how might you be considering your ELs?
- In what ways have you set up the learning environment to promote inclusivity of ELs' funds of knowledge?
- How might you design your classroom to be a place where ELs can learn the grade-appropriate curriculum and take intellectual risks?
- How might you design your classroom environment so it is clear that all cultures and languages are valued?

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning

Teachers promote student engagement, independence, and interdependence in learning and facilitate a positive learning community through:

1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students

School is the primary place in which immigrant students encounter and learn the norms and values of the majority culture (Suárez-Orozco & Suárez-Orozco, 2001). While not all English learners are immigrants, the level of acculturation, even across generations of immigrant families, affects successful transition into society and growth of language (Guarnaccia & Lopez, 1998; McKlintock, 2014; Oppedal, Roysamb, & Heyerdahl, 2005; Zhang, 2012). Therefore, how a teacher addresses standards of behavior with English learners can affect the stress level and subsequently the learning of language and content.

Specific practices and strategies that promote developmentally appropriate standards of behavior may include:

- Using visual supports (e.g., images, video, role-play) and discussion to define appropriate behavior in a variety of situations and locations.
- Providing newly arrived English learners with a student ambassador to help the new student to model appropriate practices and behaviors.
- For newly arrived English learners, modeling appropriate behaviors physically.
- Discussing differences between behavioral norms consistent with culture or language (e.g., modes of interaction; addressing people at different levels of authority; conceptual understandings about power, education, and collaboration).
- Modifying adult language (e.g., rate, wait time, avoiding idioms) to explicitly teach, model, and/or positively reinforce social skills and routinely building students' capacity to regulate and take responsibility for their actions.

Sample "Might See" for 1b

In a third-grade classroom, two of the 21 students are English learners. One student speaks Mandarin Chinese and the other student speaks Bengali. Both English learners are level 3 in reading, level 4 in speaking and listening, and level 2 in writing, according to the annual English language proficiency assessment. In this classroom, an observer might see:

- A classroom contract in English with visuals.
- The teacher says, "As we enter into this next activity, we will be working in learning stations. Let's review our expectations. One of the things we have been working toward is everyone having an opportunity to share the responsibility of the learning. Speak in your group now and discuss your understanding of sharing responsibility. What does that look like? What does that sound like? How can you support each other? How might this be different from the understanding of this term from your culture?"
- The teacher gives the two ELs a handout with visual representations of ways of participating (e.g., students with different roles working in a group, rowers in a boat, children playing tug of war) to remind them of the expectations. He asks the students to explain the visuals to the group.

Q: *Sample coaching and reflection questions*

- How might your classroom space reflect the differences in students' cultural understandings of behavior in different situations?
- What resources might you access to investigate how your ELs may understand cooperation differently than you do?
- Given what you know about the different understandings of good behavior, how might you support your students' positive behavior in your classroom?
- What have you noticed about the behavioral needs of your students? How might you address the needs of your students?

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning

Teachers promote student engagement, independence, and interdependence in learning and facilitate a positive learning community through:

1c. Maximizing instructional time by effectively managing routines and transitions

Managing routines and transitions for English learners may be affected by a student's understanding of appropriate behavior based in his or her home culture. School is the primary place in which immigrant students encounter and learn the aspects of the majority, mainstream culture and learn its norms and values (Suárez-Orozco & Suárez-Orozco, 2001). An English learner, particularly a newly arrived English learner, may be unfamiliar with routines and procedures upon entering school. Both the flow of the school day and the flow of lesson, class, or course may affect a student's access to the content or his or her language development.

Specific practices to maximize instructional time for English learners may include:

- Consistently and clearly teaching, modeling, and/or positively reinforcing the norms, routines, and procedures.
- Implementing consistent routines and procedures and fully explaining any changes to those routines or procedures.
- Using linguistically appropriate methods to strengthen understanding of the norms (e.g., role-play, visual supports, discussion).
- Grouping newly arrived students with a peer, preferably one who speaks the same native language to reinforce routines and procedures

Sample "Might See" for 1c

In a high school algebra classroom, six of the 26 students are English learners from a variety of backgrounds and languages. All six students are newcomers. An observer might see:

- A visual schedule for the day's lesson with an image for each section of the lesson (i.e., a notebook and pencil for the warmup).
- Two students who speak Mandarin are in a group together, and one student guides the other through the lesson.
- The teacher uses the fist to five visual cue to rate their comprehension of the concept to determine when to move on.

Q: Sample coaching and reflection questions

- In what ways have you supported newly arrived ELs in learning the routines and procedures in your class?
- How might you use different cultural understandings of concepts (e.g., nonverbal communication, collaboration, attribution or citation of text and ideas, concepts of time) in establishing a routine in the classroom?

Domain 2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge for all students

When teachers of English learners are aware of their students' language needs and plan instructional content to meet those needs, English learners have more success. Sheltered content strategies used in the whole classroom environment that focus on content and language increase learner success (Echevarria & Short, 2010). Differentiating for English learners based on English language proficiency levels allows English learners to achieve at higher levels (Fairbairn & Jones-Vo, 2010). It is essential that teachers understand how a student's English language proficiency level affects the English learner's level of performance, appropriate to grade-appropriate tasks.

Specific practices and strategies that allow teachers to plan for instruction aligned to standards, prior knowledge, and level of challenge may include:

- Analyzing student language proficiency assessment data and the CELP Proficiency Descriptors and determining the needs of individual students based on his or her language proficiency level.
- Planning instruction based on grade-appropriate, content area standards and the CELP Standards.
- Designing activities that build on or activate prior knowledge, acknowledging cultural or linguistic differences.
- Targeting Tier II academic vocabulary in instruction for English learners.
- Developing language targets/language objectives to communicate language expectations to students
- Planning for additional wait time for English learners.
- Incorporating opportunities for use of the four modalities of language—speaking, listening, reading, and writing—in each lesson.
- Designing leveled scaffolds appropriate to the English language proficiency level (see the Linguistic Supports in the CELP Standards for supports by level) may include:
  - o activating background knowledge;
  - o native language supports;
  - o leveled text supports (e.g., shortened text, alternate texts, audio support, and/or native language texts).
  - o leveled sentence starters, word or phrase banks, or model responses.
  - o increased wait time and slow rate of speech;
  - o multiple opportunities to practice language orally in discussions;
  - o visual supports like pictures, gestures, video, and realia;
  - o flexible grouping with a range of English Language Proficiencies of students;
  - o discussions about appropriate register to use with different audiences; and
  - o teaching foundational reading skills (even at the secondary level), when necessary.

Sample "Might See" for 2a

In fifth-grade English language arts, there are three English learners in a class of 22 students. All three English learners speak Albanian. One student is a newcomer with limited English proficiency. One student is proficient in speaking and listening and close to proficient in reading and writing. The third student is proficient in speaking and is intermediate in the other modalities, according to the annual English language proficiency assessment. An observer might see:

- Lessons with corresponding CELP Standards in the plan.
- Identified academic vocabulary for the lesson (tier II and tier III) and a plan to teach or address the vocabulary.
- Key concepts identified for learners with corresponding materials appropriate to the reading levels of the students with supports (e.g., word banks, visual supports, alternate, shortened text with simplified language on the same topic, and audio support).
- Lessons for practice of vowel sound pronunciation of the key academic vocabulary in a small group.

Q: *Sample coaching and reflection questions*

- What might be the challenges and misconceptions your ELs have? How might you plan to meet the needs of your ELs in this lesson/unit?
- What data or tools might you consider using to determine the needs of the ELs?
- When you consider what success looks like for English learners, how might it be different from native English speakers?
- What are the key concepts, skills, or ideas you want all students to attain?
- What are the language targets for your ELs as they engage with the content?

Domain 2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

2b. Planning instruction to cognitively engage students in the content

In designing instruction for English learners, it is necessary to consider the language of the content area and how teachers are supporting language growth. While vocabulary is an important component of language for use in questions, strategies, and tasks, other aspects of language, including the four modalities of language use, grammar and structure, and appropriate language use are equally as important. English learners need a lot of practice with language before they can master the output. The Comprehensible Output Hypothesis of Second Language Acquisition (Swain & Lapkin, 1995) contends that by using the target language and recognizing the gaps between the native language and the second language, English learners will modify the language to improve language performance. An English learner also needs multiple opportunities to practice and use vocabulary to "own" it (Calderón, 2007). By planning appropriate scaffolds for an English learner's English language proficiency level, the teacher ensures that the student can successfully access the grade-appropriate content and perform according to the English language proficiency level outlined in the CELP Standards.

Specific practices and strategies that allow teachers to engage students in the content may include:

- Providing opportunities for experiential, hands-on tasks with visual supports, and discussion (e.g., simulations, role-play, realia, investigations, images, videos, manipulatives) **before** engaging with text.
- Chunking, shortening tasks, or providing alternate tasks that allow students to demonstrate the same key concepts and understandings, depending on English language proficiency.
- Integrating the four modalities of language—speaking, listening, reading, and writing in designed tasks.
- Integrating academic vocabulary and language structures (e.g., grammar and text structure) necessary to understand and complete the tasks and answer questions.
- Planning opportunities to process in the native language and draw on previous learning experiences.
- Providing leveled sentence frames, word or phrase banks, or model responses, depending on language proficiency level.
- Planning sequenced questions that scaffold to higher-order thinking.
- Selecting culturally relevant instructional materials and resources to support diverse learners.
- Selecting or modifying texts based on English language proficiency levels, age, interests, native language, and cultural identity (e.g., shortened text, alternate texts, audio support, and/or native language texts).
- Designing additional processing time and wait time on tasks or in response to questions.
- Deliberately and strategically grouping students, appropriate to the demands of the task and the language and social needs of the students (i.e., opportunities to use native academic and social language and to engage with fluent, native-English speakers using social and academic language).

Sample "Might See" for 2b

In a third-grade transitional bilingual Portuguese classroom, all 23 students are English learners. All but four of the students are in their third year of bilingual services. The students demonstrate trends in higher levels of English proficiency in reading, listening, and writing than in speaking, according to the annual English language proficiency assessment. In a nonfiction literacy lesson, the teacher has selected a focus on identifying the main idea. An observer might see:

- Plans for using culturally relevant texts that provide information on animals that are familiar.
- Plans to group students by English proficiency level in speaking.
- Plans to integrate technology that allows students to rehearse speech before they are asked to speak in a larger group.
- Plans to use native language texts for newly arrived students and short passages in English with plans to identify key words about animals (e.g., habitat, food, physical characteristics, behavior) with translations of key words in Portuguese.

Sample coaching and reflection questions

- When you consider the lesson/unit you've planned, how have you planned to differentiate for your ELs based on their English language proficiency levels?
- How might you engage ELs with the texts/materials that you have selected?
- How are you building access to the task for your ELs?
- When you think of your newly arrived ELs, what supports or strategies might you plan to use to ensure they understand the key concepts and ideas of your lesson?
- In what ways might you plan to structure the student groups in the classroom to benefit the language growth of your students as they work on this task?
- What are some of the questions you might ask your students? How might you need to alter those questions so your ELs can understand them?

Domain 2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

2c. Selecting appropriate assessment strategies to monitor student progress

It is crucial to select appropriate assessment strategies for English learners to monitor progress. Summative assessments designed and normed for native English speakers may not be valid or reliable measures of student performance for English learners (Abedi, 2006). A single assessment snapshot for an English learner may not be a reliable measure of what he or she understands because of his or her level of English proficiency. As such, the use of formative assessment processes for English learners is critical to monitor academic and language growth. When designing classroom assessment processes for English learners, it is critical to use the student's English language proficiency level when considering what an English learner is able to do in relation to his or her language level and plan for multiple opportunities for students to demonstrate understanding, using a variety of modalities (Staehr Fenner, 2016).

Specific practices and strategies that allow teachers to assess English learners may include planning for:

- Using academic language and sentence frames that are appropriate to the language level of English learners.
- Using frequent nonverbal, oral, and written questions to elicit student understanding of key concepts and ideas.
- Differentiating grade-appropriate criteria for success based on language proficiency level, as outlined in the CELP Standards.
- Integrating assessment opportunities that allow students to demonstrate thinking and understanding through multiple modalities (i.e., oral, written, gestures, project-based, multimedia) with scaffolds appropriate to the English language proficiency level of the students (e.g., leveled sentence frames, leveled questions, opportunities for discussion and collaboration with peers, model responses).
- Providing self-assessment opportunities with tools appropriate to the students' level of English language proficiency (e.g., native language self-assessment, journaling, drawing, rubrics/check-lists with appropriate and clear academic language, conferring).

Sample "Might See" for 2c

In a seventh-grade science classroom, six out of 25 students are English learners. Of those English learners, four are proficient in speaking, listening, and writing but not reading. The other two students are proficient in speaking and listening and a level 3 in both reading and writing, according to the annual English language proficiency assessment. The students all speak different languages. An observer might see:

- Plans for various and periodic assessments (e.g., thumbs up/thumbs down, answers on white boards) during the lesson.
- Plans for time to provide feedback (e.g., conferences, use of native language, focused on one or two points of focus) on learning using language appropriate to the English learners' language proficiency.
- Questions written on the materials that contain sentence frames to help answer the questions.
- Key academic vocabulary included in questions is always paired with a visual cue.

Q: *Sample coaching and reflection questions*

- How might your newly arrived ELs demonstrate what they have learned?
- When you consider your English learners' English language proficiency levels, what might be the best methods for them to demonstrate their learning?
- How might you use the CELP Proficiency Descriptors to help you determine how to design assessments and identify criteria for success?
- What questions might you ask your ELs to ensure you know where they are in progress toward mastery?
- How might you assess your ELs in a way that language is not a barrier to demonstrating their understanding?

Domain 3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

3a. Implementing instructional content for learning

When teachers of English learners are aware of their students' language needs and implement instructional content to meet those needs, English learners have more success. As stated in indicator 2a, differentiating for English learners based on English language proficiency levels allows English learners to achieve at higher levels (Fairbairn & Jones-Vo, 2010). It is essential that teachers understand how a student's English language proficiency level affects performance on grade-appropriate content tasks. During a lesson, a teacher has a great opportunity to build in points of access for English learners through a variety of approaches.

Specific practices and strategies that allow teachers to implement instructional practices for English learners may include:

- Instructing based on grade-appropriate, content area practices and the CELP Standards.
- Building targeted Tier II academic vocabulary for English learners.
- Explaining language targets/language objectives to communicate language expectations to students.
- Building on or activating prior knowledge, acknowledging cultural or linguistic differences.
- Providing additional wait time, processing time in the native language, or nonverbal processing for English learners.
- Incorporating opportunities for use of four modalities of language—speaking, listening, reading, and writing.
- Increasing the use of pair, small group, and whole group discussions that focus on the content allowing for language practice.
- Strategically using the native language.
- Employing leveled scaffolds appropriate to the English language proficiency level (see the Linguistic Supports in the CELP Standards for supports by level) may include:
  - activating background knowledge;
  - variety of leveled text supports (shortened text, alternate texts, audio support, and/or native language texts);
  - use of leveled sentence starters, word or phrase banks, or model responses;
  - strategic use of increased wait time and slow rate of speech;
  - focus on using visual supports like pictures, gestures, video, and realia;
  - flexible grouping with a range of English Language Proficiencies of students;
  - discussions about appropriate register to use with different audiences; and
  - teaching foundational reading skills (even at the secondary level), when necessary.

Sample "Might See" for 3a

In a sixth- to eighth-grade ESL pullout group, all nine students are English learners. All of the students in the class are intermediate or level 3, according to the annual English language proficiency assessment, with trends of need in reading (fluency, vocabulary, and comprehension) and fluent writing. The teacher focuses the lesson on social studies content.

An observer might see:

- The teacher states the learning and language targets of the lesson: "Today I will learn how to compare my own country's history with that of another country. Today I will learn how to determine the meaning of words I encounter when reading. Not only are we focusing on building our background knowledge for social studies, but we are also learning how to develop our vocabulary skills. What kind of language might you use if you are discussing comparison?"
- In grade-level groups, students are constructing grade-level specific social studies vocabulary words using four affixes (e.g., re + construction, ante + bellum, segregate + tion, carpet bag + er) and reading passages with vocabulary words with the target affixes to determine meaning.
- Students are using their native language in small discussions, and teacher says to students, "I see you are using your Arabic to speak about this is in your group. I encourage you to process in Arabic. I am going to push you to think about how you can articulate what you are thinking about in English for members of your group who don't speak Arabic. What kind of words can you draw on that are cognates (words that have the same base in different languages: familia, famiglia, family)? How might you communicate your thoughts if you don't know all the words in the accurate order?"
- Students use three different leveled graphic organizers (e.g., with sentence frames, word/expression banks, images, glossaries) to compare their home country with the social structures of the country being studied (e.g., eighth-graders compare resolutions of military conflicts of their home country with Reconstruction in the U.S.; seventh-graders compare issues of leadership in their home countries with those of Latin America).

Q: *Sample coaching and reflection questions*

- How did you know what to do to support your ELs in accessing the content?
- How might you allow your ELs to engage fully in the grade-appropriate curriculum?
- In what ways can you build scaffolds during instruction to allow ELs access to the relevant content?
- How might you implement the progression of the lesson so ELs can access the content?
- How are you focusing on the language of your content area in the lesson? What impacts does that have on the participation of students in the classroom?
- How might you integrate academic vocabulary strategies in your lesson?

Domain 3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies

As stated in indicator 2b, in implementing instruction for English learners, it is necessary to consider the language of the content area and how teachers are supporting language growth. While vocabulary is an important component of language for use in questions, strategies, and tasks, other aspects of language, including the four modalities of language use, grammar and structure, and appropriate language use are equally as important. English learners need a lot of practice with language before they can master the output. The Comprehensible Output Hypothesis of Second Language Acquisition (Swain & Lapkin, 1995) contends that by using the target language and recognizing the gaps between the native language and the second language, learners will modify the language to improve language performance. An English learner also needs multiple opportunities to practice and use vocabulary to "own" it (Calderón, 2007). By using appropriate scaffolds for an English learner's proficiency level, the teacher allows students to successfully access the grade-appropriate content and perform according to their English language proficiency level as outlined in the CELP Standards.

Specific practices and strategies that allow teachers to lead English learners to construct meaning and apply new learning may include:

- Engaging in experiential, hands-on tasks with visual supports, and discussion before engaging with text (e.g., simulations, role-play, realia, investigations, images, videos, manipulatives).
- Chunking, shortening tasks, or providing alternative tasks that allow students to demonstrate the same key concepts and understandings, depending on English language proficiency levels.
- Integrating the four modalities of language—speaking, listening, reading, and writing in tasks.
- Developing academic vocabulary and language structures (i.e., grammar and text structure) necessary to understand and complete the tasks and answer questions through use of video, images, role-play, or discussion.
- Using the native language and drawing on previous learning experiences.
- Drawing from leveled sentence frames, word or phrase banks, or model responses, depending on language proficiency level.
- Using sequenced questions that scaffold to higher order thinking.
- Using culturally relevant instructional materials and resources to support diverse learners.
- Using modified texts based on language proficiency levels, age, interests, native language, and cultural identity (e.g., shortened text, alternate texts, audio support, and/or native language texts).
- Providing additional processing time and wait time on tasks or in response to questions.
- Deliberately and strategically grouping students appropriate to the demands of the task and the language and social needs of the students (e.g., opportunities to use native academic and social language and to engage with fluent, native English speakers using social and academic language).

Sample "Might See" for 3b

In a first-grade classroom, seven of the 24 students are English learners. In a literacy lesson, the teacher identified fluency as affecting the students' comprehension in reading. An observer might see:

- A word wall of emotions and feelings with pictures of the students demonstrating that emotion to which the teacher refers during the lesson.
- The teacher tells the class, "Today we are going to focus on increasing our fluency by paying close attention to the expression in our voices and our faces while we read. We have read the story *Amazing Grace* this week, and today we are going to practice how to use our voices to communicate these emotions" (teacher refers to the word wall).
- Students work in triads with character puppets rehearsing various sections of the text. Two students perform and the third student gives feedback. The group discusses why the character would express the lines as they are reading it.
- One student who already reads in her native language uses the native language version of the text to refer to while discussing with her group.
- One group is given a simplified version of the text with labeled visual supports.

Q: *Sample coaching and reflection questions*

- How did you know how to differentiate for your ELs?
- How might you allow your ELs to engage fully in the grade-appropriate curriculum?
- In what ways can you build scaffolds during instruction to allow ELs access to the content?
- What strategies might you employ to allow all ELs to access your content?
- How might you group your ELs to ensure you are maximizing their potential?

Domain 3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

3c. Assessing student learning, providing feedback to students, and adjusting instruction

In the assessment of English learners, it is necessary to first consider their English language proficiency level and native language ability before using an assessment process (Staehr Fenner, 2016). Because of the differences in language, an English learner may not clearly be able to articulate what he or she knows or can do to a teacher who understands only English. A single assessment snapshot for an English learner may not be a reliable measure of what he or she understands because of his or her level of English proficiency. Providing multiple opportunities to demonstrate understanding in a variety of ways and in a variety of language modalities gives a teacher a better sense of what the English learner understands or can do.

Specific practices and strategies that allow teachers to assess English learners, provide feedback, and adjust instruction may include:

- Differentiating grade-appropriate criteria for success based on language proficiency level, as outlined in the CELP Standards Proficiency Descriptors.
- Focusing on key concepts and academic vocabulary.
- Integrating assessment opportunities that allow students to demonstrate thinking and understanding through multiple modalities (e.g., oral, written, gestures, project-based, multimedia).
- Providing feedback using academic and social language that is appropriate to the English language proficiency level of the students.
- Providing feedback that is culturally responsive and encourages growth building on current strengths.
- Aligning feedback to the language targets/objectives.
- Using native language to provide feedback or assess.
- Using native language word-to-word dictionaries, extended time, a reader, simplified or native language directions, word/phrase banks, images, and other relevant designated supports, as appropriate to the assessment and students' English language proficiency levels.
- Making purposeful decisions on changes to lesson delivery approach, varying strategies, and materials and based on the students' language proficiency level and assessment results, using the CELP Standards as a guide.

Sample "Might See" for 3c

In a sheltered high school biology class, all 20 students are English learners. In the class, students are conducting an inquiry lab on normal and abnormal cell division. An observer might see:

- Differentiated entrance ticket with question about key understandings: How do living things grow? Some of the entrance tickets have native language, others have visual images, and others have only the question.
- When monitoring lab groups, the teacher says, "I see that you have created a list of characteristics of cells you are looking for in your examination of the slides. (Teacher points to the slide). You wrote 'number of cells in an area.' In English,

we call that density. Remember to add that to your vocabulary list in your notebook. Think about if you know what that word is in your home language."
- When monitoring lab groups, the teacher says, "You wrote 'tumor' on what to look for. When we think about the word tumor, what does that mean? How might you use your resources to describe what a tumor looks like in scientific terms?"
- Teacher addresses the class, "Our language objective for today is to use descriptive, scientific language to describe the appearance of cells during cell division. Many of your lists are not using the academic language we have been learning in class. Let's go back to the introduction paragraphs to the lab. In your groups, read paragraphs two and three and examine the diagram. What language can you use from the article to refine your lists?"

Q: *Sample coaching and reflection questions*

- How might you decide what assessment practices to use with your EL population? What tools might you use to decide what is appropriate?
- How might you provide feedback to students who may have lower levels of English language proficiency? How might you decide what is appropriate to their English language proficiency levels?
- How might you adjust your instruction to ensure individual growth of your ELs during your lesson?

Domain 4: Professional Responsibilities and Teacher Leadership

Teachers maximize support student learning by developing and demonstrating professionalism, collaboration, and leadership by:

4a. Engaging in continuous professional learning to impact instruction and student learning

Professional development opportunities for pre- and in-service teachers must be created to support deeper understanding of more rigorous standards and instructional strategies that will address the language demands expected of students (Santos, Darling-Hammond, and Cheuk 2011). Teachers should be aware of the language demands on students to build knowledge of what students are able to do and how to support them. With a combination of examining student work, analyzing the CELP Standards, and engaging in multiple and sustained professional learning about both content and language demands on students, teachers can be better prepared to meet the diverse needs of English learners.

Specific practices and strategies that allow teachers to collaborate around and build best practices to meet the needs of English learners may include:

- Collaboratively analyzing work of English learners using protocols to measure content and language growth.
- Using the CELP Standards Proficiency Descriptors to determine English learners' language proficiency and appropriate supports.
- Reflecting on the effectiveness of the strategies and linguistic supports used to support students' access to content.
- Advocating for participation in professional learning around English learners.
- Using best practices from professional learning experiences in planning and practice with English learners.

Sample "Might See" for 4a

An observer might see:

- The teacher leads team meetings or participates in a protocol for examining student work of English learners.
- The teacher maps student English language proficiency data to proficiency descriptors in the CELP Standards.
- The teacher uses the Linguistic Supports from the CELP Standards to learn a new best practice for English learners and shares the learning in his or her planning team.
- The teacher researches professional learning opportunities around English learners to attend and shares new learning and resources with colleagues at a staff meeting.
- The teacher advocates for inclusion of performance of English learners in the School Improvement Plan.
- The teacher challenges assumptions about English learners and their families in team or staff meetings.

Sample coaching and reflection questions

- Knowing what you do about your students' English language proficiency levels, how might you work with your team to design supports for your students?
- What might you need to learn to better support the ELs in your classroom?

- What specific instructional decisions are you making to ensure the language growth of your students and/or access to the content?
- How might you decide what additional professional learning you might need to meet the needs of ELs?
- What kinds of feedback might you request of a supervisor to measure your current level of practice when working with ELs?

Domain 4: Professional Responsibilities and Teacher Leadership

Teachers maximize support student learning by developing and demonstrating professionalism, collaboration, and leadership by:

4b. Collaborating to develop and sustain a professional learning environment to support student learning

Professional development opportunities for pre- and in-service teachers will need the collaboration among content, practice, language development and literacy experts. Effective ongoing professional development is needed to strengthen the learning of strategies and practices to ensure college and careers readiness of ELs (Santos, Darling-Hammond, and Cheuk 2011). Through structured collaboration that focuses on English learners, educators can ensure that they are meeting the needs of their students more fully and creating a culture of high expectations and high levels of support for English learners.

Specific practices and strategies that allow teachers to collaborate around and build best practices to meet the needs of English learners may include:

- Deepening the knowledge of needs and strengths of individual English learners through collaborative data analysis, examining student work with protocols, effectiveness of differentiated supports for English learners (e.g., assessment formats, instructional approaches, modifications), and using the CELP Standards.
- Discussing and planning for the needs of individual English learners.
- Actively participating as an advocate for English learners, educating colleagues, and challenging assumptions.
- Collaborating effectively through a co-teaching or other model.

Sample "Might See" for 4b

An observer might see:

- The teacher leads team meetings or participates in a protocol for examining student work of English learners.
- The teacher develops different ways to more effectively map English learners' progress to language goals and shares with his or her grade level team.
- The classroom teacher and ESL teacher work together to design a co-teaching model that addresses student needs and instructor strengths.
- At a team meeting, the teacher suggests that English learners can engage in high-level conversations with sufficient supports.

Sample coaching and reflection questions

- In what ways might you share responsibilities of planning for or instructing ELs effectively?
- When it comes to your ELs, how might you model professional responsibility in practice and planning?

Domain 4: Professional Responsibilities and Teacher Leadership

Teachers maximize support student learning by developing and demonstrating professionalism, collaboration, and leadership by:

4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning

To motivate diverse learners, it is vital to ensure a safe and responsive environment where everyone is valued (Karaoglu 2008). While classroom environment is one of the factors, the culture of collaboration with parents and families of English learners is another. School districts have a legal obligation to communicate meaningfully with parents of English learners about programs, services, and activities (OELA, 2015). By fulfilling these obligations, educators are better able to instruct students, tap into their funds of knowledge, and collaborate with families to ensure positive educational experiences for students.

Specific practices and strategies that allow teachers to collaborate around and build best-practices to meet the needs of English learners may include:

- Advocating for the needs of English learners.
- Creating an inclusive environment that highlights the funds of knowledge that English learners possess, as addressed in the Guiding Principles of the CELP Standards.
- Engaging linguistically and culturally diverse families in a culturally responsive manner.
- Anticipating the needs of families of English learners including the need for translation.
- Actively participating as an advocate for English learners and families, educating colleagues, and challenging assumptions.
- Highlighting the funds of knowledge that English learners possess for the wider community.

Sample "Might See" for 4c

An observer might see:

- During parent-teacher conferences, the teacher has prepared questions in the parents' home language and English to facilitate discussions.
- The teacher sends out a monthly schoolwide newsletter that highlights the successes of English learners across the building.
- The teacher sends home a monthly newsletter in multiple languages with guides of how parents can support their children.
- The teacher compiles supports in the community for parents to take adult ESL classes.
- The teacher shares information about cultural norms of the predominant cultures represented in the student population with other teachers to prepare them for interactions with families of English learners.
- The teacher invites parents of English learners to share their expertise in the classroom or school.

Sample coaching and reflection questions

Q:

- In what ways might you educate and engage families in the "business of school?"
- How might you investigate the assumptions you are making about the ELs in your classroom?
- How do you know what works to make ELs and their families feel safe, secure, and comfortable in your classroom or building?
- In what ways might you build your understandings about the different cultures of the ELs in your school/classroom?

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Resources

[State Department of Education's English learner webpage](#)

[CELP Standards](#)

[CELP Linguistic Supports](#)

[CELP Glossary](#)