

Best Practices in ELL Service and Assessment

Deirdre Kramer & Ann Mabbott
Faculty, SLTL, Hamline University

AGENDA

1. Our Approach to ELL Service
2. Best Practices in ELL Service
3. Our Assessment of ELL Service



Our Objectives!

Content Objective: Participants will learn about best practices in ELL program assessment and instruction.

Language Objective: Know these terms - ESL, ELL, LEP, L1, L2, ELP, CLD



Service to Schools, our framework

- TESOL Access Brochure: ESL Standards
- Stephen Brookfield on Adult Learning
 - Eight principles, 2 examples
 - Adults bring a wealth of life experiences to their learning environment
 - Adults value involvement in the learning process.



Start with the **TESOL Access:**

1. **Access to a Positive Learning Environment**
 - . . . high expectations as well as linguistically and culturally appropriate learning experiences for language minority students. . .
2. **Access to Appropriate Research-based Curriculum**
 - . . . access to special instructional programs that support the second language development . . .



More **TESOL Access:**

3. **Access to Full Delivery of Services**
 - . . . teaching strategies and instructional practices used with language minority students developmentally appropriate, attuned to students' language proficiencies and cognitive levels, and culturally supportive and relevant . . .
4. **Access to Equitable Assessment, systematic data used for continuous improvement**
 - . . . methods of assessing language and academic achievement . . .



Following elements emerged

FIRST:

1. Site Assessment

- Meeting with: Principal, ESL teachers, All teachers, and school admin support, etc.
- Observe classrooms
- Review school plans and ELP data
- Report Findings and Recommendations



THEN:


2. Workshops
3. Peer coaching/observation
4. Learning Community at the school
5. Assessment system



Best Practices in Working with ELLs

Sampling and Illustration of Several Best Practices


List of all 9 Best Practices



What is happening here?
How can you help prevent this from happening?

“I pledge a lesson to the frog of the United States of America, and to the wee puppet for witches hands. One Asian, under God, in the vestibule, with little tea and just rice for all.”

Source: [In the Year of the Boar and Jackie Robinson](#) by Bette Bao Lord



Best Practice #1: Students will learn better if they see concepts in written form as well as hearing them orally

- Prominently post and discuss:
 - Important texts/terms and point them out on a regular basis.
 - Daily agenda



Best Practice #2: Post and go over learning objectives

- Learning Objectives need to include both:
 - Content Objectives
 - and
 - Language Objectives



Example Content and Language Objectives

- **Content Objective:** Students will learn the times tables up to 12×12 and understand the concept of multiplication.
- **Language Objectives:**
 - times = multiply by
 - $3 \times 4 =$ (three times four **is**..., 3 times 4 **makes**..., three times four **equals**...)
 - What does “table” mean in math?



Example Content Objective in Social Studies

- Students will explain the how per capita consumption patterns differ between developed and developing countries.

(the USA versus India)



Language Objectives for Unit on Consumption
Patterns in Developed versus Developing Countries.


Students will understand and use:

per capita,

consumption

-*ed* in *developed* implies the past

-*ing* in *developing* implies it's happening
now



Best Practice #7: Become a
Language Teacher

Think, pair , share

- What makes reading and learning
content area difficult for ELLs?

Learning Vocabulary

Bats

Even though they fly, bats do not have feathers. Instead they have fur like many other mammals. Bats do not have actual wings, either....Most bats come out only at night, although some may fly at sunset.

What are the content and function words and phrases that will make this passage difficult for ELLs?

Learning Vocabulary

Content Words
(Bricks)



bats
feathers
wings
mammals
fly

Function Words
(Mortar)

Learning Vocabulary

Content Words (Bricks)	Function Words (Mortar)
bats	even though
feathers	instead
wings	actual
mammals	either
Fly	although

Best Practices in Working with ELLs

1. Students need to see concepts in written form as well as hearing them orally.
2. Teachers need to post and go over content and language objectives.
3. Teachers need to build on the background knowledge and experiences of the students



Best Practices in Working with ELLS

4. To acquire both language and content, students need to talk about what they are learning.
5. Whenever possible, use students' first language to help them learn content and English.
6. Teach in a multimodal manner (visuals, oral language, written language, acting).



Best Practices in Working with ELLs

7. Become a language teacher.
8. When teaching vocabulary, give students multiple exposures to words through reading, writing and speaking.
9. Assess your students to see if they have met both your content and language objectives.



Assessment of Service

- Are we making a difference?

- Students?

- It takes 5 - 7 years to learn academic English, and longer if the student doesn't have L1 education.
- ELP is divided by assessments into 5 levels
- Therefore, evidence of impact on students requires a timeframe of several years.

- Teachers?

- Self-efficacy
- Observable change in the classroom



3 Tools

- Workshop evaluation, 3-2-1
- Pre and Post survey of self-efficacy
- Classroom observation for elements of SHELTERED INSTRUCTION



Sheltered Instruction: Questionnaire Excerpt

B. Rate Yourself: (1-low, 5-high)

How well do you do the following with ELLs in your classroom?

- 5. Teach new content?
1 2 3 4 5

- 6. Communicate with students, listen and respond.
1 2 3 4 5

- 7. Communicate with families?
1 2 3 4 5

- 8. Assess their learning of content?
1 2 3 4 5



Sheltered Instruction: Observation Tool Excerpt

STUDENTS:

Are doing the following:

- ___ hands-on
- ___ meaningful work
- ___ linked to objectives
- ___ engaged

Students have the opportunity to work with language:

- ___ words related to the objectives
- ___ language structure
- ___ academic language function
- ___ content, CALP.



Assessment of our presentation:

- Compare what we have presented with what you have seen in ELL programming.



Wishing you success with ELLs!

Center for Second Language Teaching and Learning,
SLTL

Hamline University

Saint Paul, MN

651-523-2821

dkramer@hamline.edu

amabbott@hamline.edu