



NATIONAL
CHARTER SCHOOL
RESOURCE CENTER

English Learners in Charter Schools

A Learning Experience Focused on English Learner Instruction

2020

charterschoolcenter.ed.gov

About the NCSRC

The National Charter School Resource Center (NCSRC) provides technical assistance to federal grantees and resources supporting charter sector stakeholders. NCSRC is funded by the U.S. Department of Education (ED) and managed by Manhattan Strategy Group (MSG) in partnership with WestEd.



Selecting the Right Instructional Approach for Your Students

Learning Module #3



Overview of Your Learning Experience



EL Instruction in Practice:



Learning Objective:

Provide a set of key questions to consider when evaluating the appropriate instructional model for English learner (EL) students



At the end of this learning module, you should understand:

- A set of key questions to consider when selecting EL instructional models based on your audience
- A process to follow in selecting EL instructional models
- Components to measure to determine the effectiveness of your EL instructional model



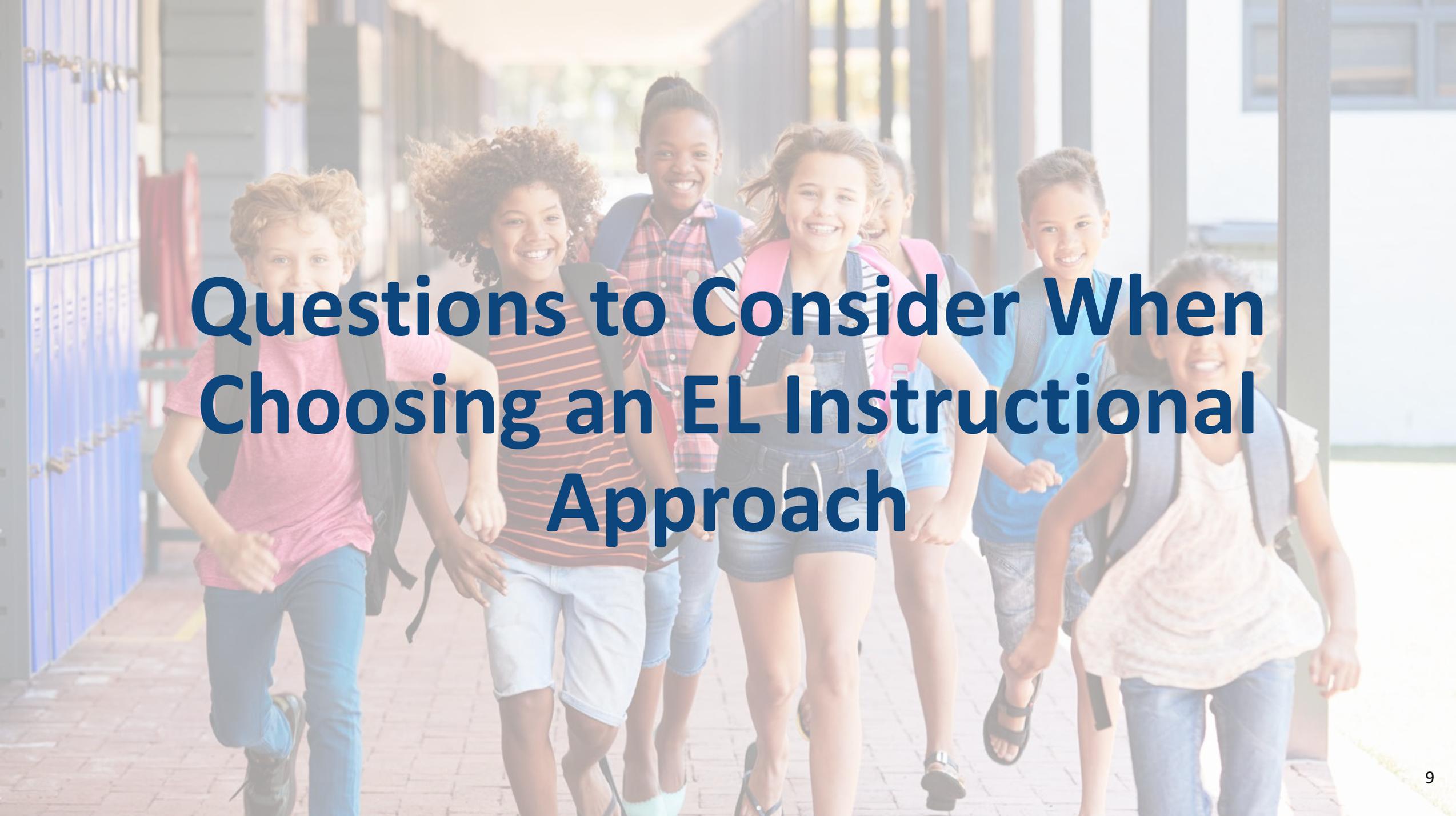
REMINDER: Educating ELs requires attention to both language development AND content learning.

Conversations about EL instruction should NEVER be limited to just thinking about how students will acquire English.

In Learning Module #1 We Learned...

A school's main responsibilities in educating EL students includes:

- Valid and non-discriminatory identification
- Provisions of services to support the acquisition of English and access to the same educational opportunities as all students
- Annual assessment of English language proficiency (ELP) to evaluate progress towards goals



Questions to Consider When Choosing an EL Instructional Approach

Four Factors to Consider in Selecting Approach



Mission/Goals

How do you align your program with your schools' mission? What goals do you have for your program?



Environment

What are your students' needs? What is your environment like? What resources do you currently possess?



Implementation

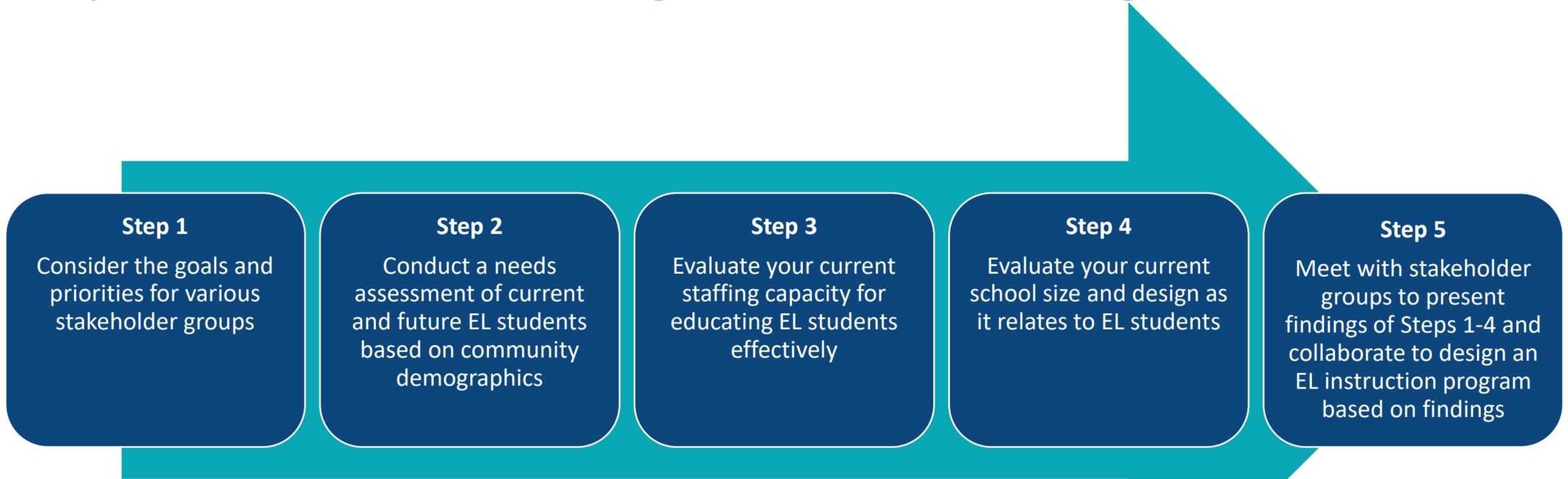
What do you need to be successful? How will you implement your selected program?



Measuring Success

How will you measure your progress towards your goals?

Steps to Consider in Selecting EL Instructional Programs



What are the **goals, values, and priorities** for English Learners as expressed by the following stakeholder groups?

Leaders/Administrators
within Charter
School/Network

Educators within your
Charter School/Network

Families and
Communities of EL
Students

Families and
Communities of Non-EL
Students

English Learners
Themselves

What are the **strengths, opportunities, and constraints** in our school or system with respect to classroom-level staffing?



Who on our staff is already qualified to provide quality instruction to ELs? (e.g., certified in English as a Second Language (ESL); certified in bilingual)



Who on our staff is not currently qualified but has potential to become so? (e.g., educators who are passionate about equity, bilingual ed, ELs generally; educators who are already bilingual but lack certain certifications)



What is our ability/capacity to provide professional learning to current staff to support them in adopting the necessary instructional practices to make a given program model effective?



What is our ability/capacity to recruit new staff who have the skills and expertise we would need for a given program model? (e.g., access to teacher prep programs, grow-your-own programs to qualify new teachers, etc.)

What are the **strengths, opportunities, and constraints** in our school or system with respect to our current school size and design?



To what extent can we arrange schedules and physical spaces to group students and educators the way we would need/prefer to for a given program model?



To what extent does our enrollment model lend itself to different instructional models? (e.g., at what grades does our school begin and end? Can students join at any grade? What is the mechanism for deciding who gets to enroll?)

Questions to Consider for Dual Language Programs

Who are our students?

Who are our teachers?

Which subject areas can be taught in both languages? Which subject areas can we only teach in one language?

What curriculum will we use?

What community resources can we leverage?

How will the physical space of our school honor both partner languages?

How will we assess our learners?

Questions to Consider for English-Only Language Programs

How can administration and teachers honor our learners' first languages without being proficient in the language?

Without the native language instructional support, how can we ensure our learners will have access to grade-level content at varying proficiency levels of English?

How can we provide specialized English learner services in the least disruptive environment?

What kind of professional development will our teachers need to successfully provide integrated content and language instruction to ELs?

How will we assess our learners?

If you are considering a change in your EL instruction model...



Do you have the staff necessary to support a new program?



Do you have resources to provide the professional development and curriculum needed to support the program?



Do you have community buy-in for the program model change?



What data are you using to inform your decision to change program model?



What do you hope to achieve with a program model change?

A group of five students sitting on a concrete bench outdoors. From left to right: a young woman in a blue polo shirt and tan pants is talking to a young man in a white polo shirt with a red backpack. Next to him is a young man in a dark blue polo shirt looking at a red phone. Then a young woman in a white polo shirt looking at a book. Finally, a young man in a dark blue polo shirt and white pants looking down. In the background, another student is sitting at a table. The scene is set in a sunny outdoor area with trees and a building.

Assessing the Effectiveness of EL Instruction Programs

Recall the Castañeda Principle (From Module #1)

Three-part assessment to determine if a district's program for its ELs is adequate and meets its responsibilities under the Equal Educational Opportunities Act (EEOA):

Is the program based on sound educational theory?

Are the program and practices actually used by a school system reasonably calculated to implement effectively the educational theory adopted by the school?

Has the program been shown, after a sufficient period of time, to be effective in overcoming language barriers?

Source: <https://casetext.com/case/castaneda-v-pickard>

Additional Criteria to Consider



Programs must be sound in theory and effective in practice for your population.



Local education agencies (LEAs) must provide the personnel necessary to effectively implement EL programs. Necessary personnel include teachers who are qualified to provide EL services and core-content teachers who are highly qualified in their field as well as trained to support EL students.

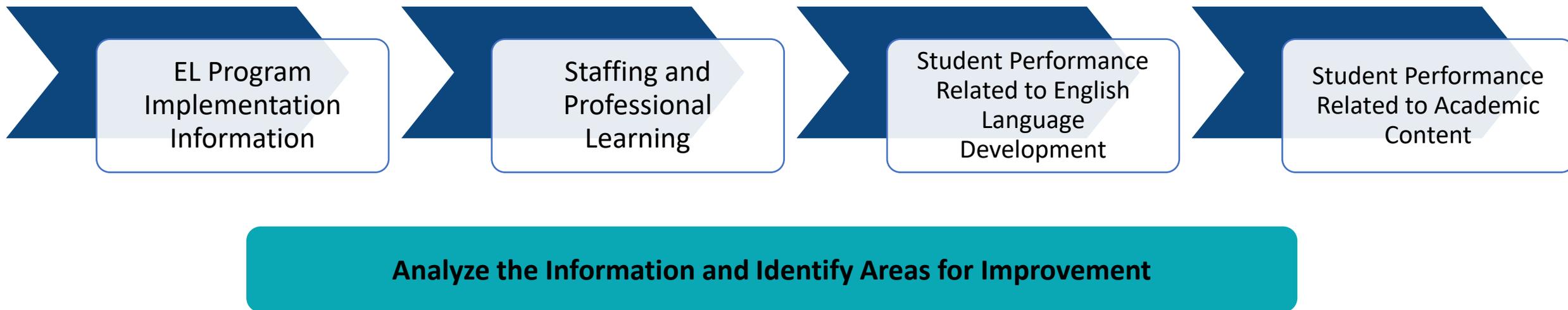


LEAs must provide adequate and ongoing professional development in order to prepare teachers and administrators to implement the EL program effectively.



LEAs must ensure that administrators who evaluate EL program staff are adequately trained to meaningfully evaluate whether EL teachers are appropriately employing their training in the classroom.

Measuring the Effectiveness of EL Instruction

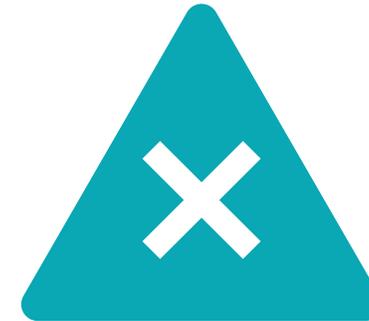


Source: https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELsToolkit_508C.pdf

Effectiveness and Equity

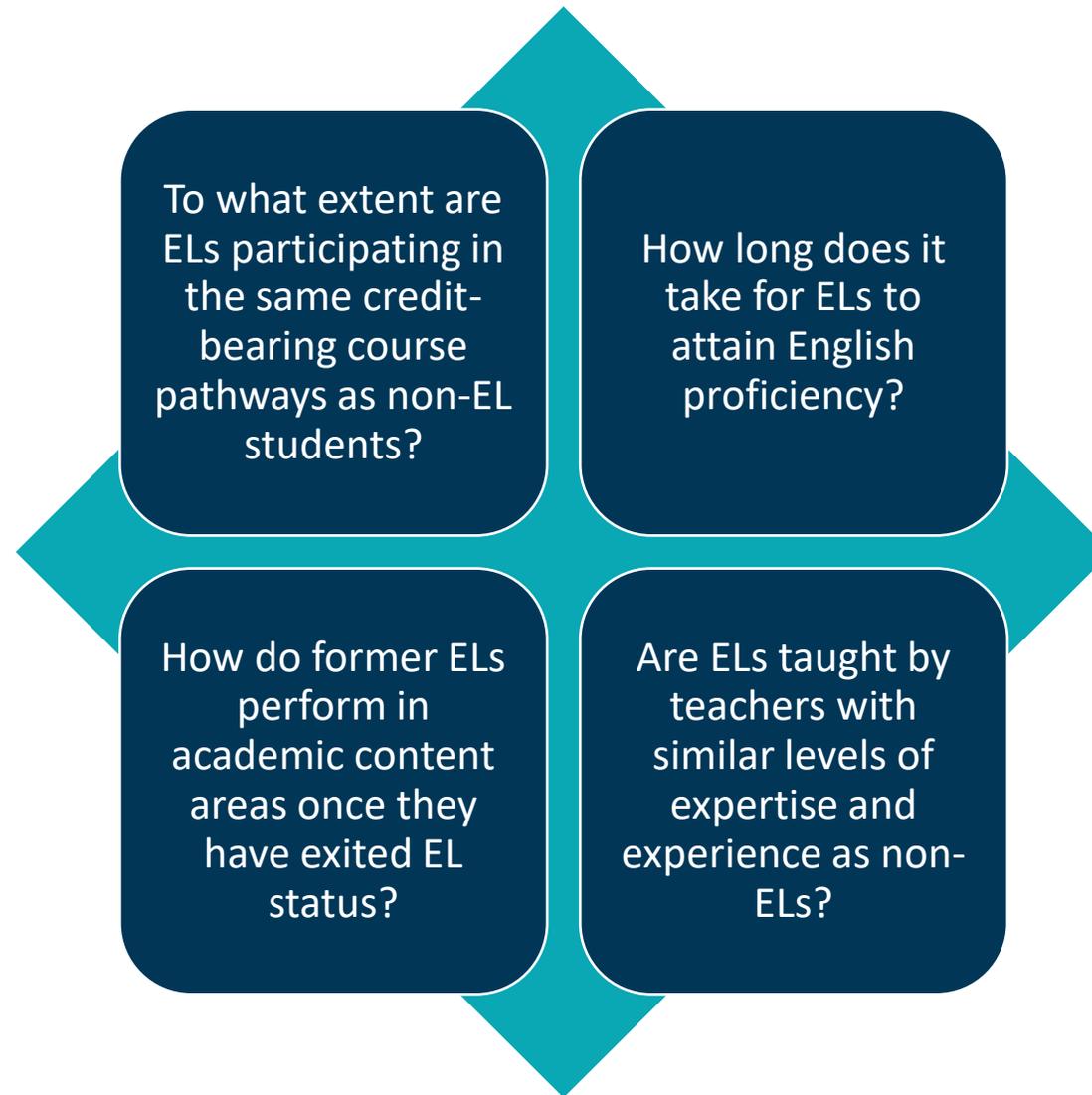


Effectiveness and equity often go hand in hand

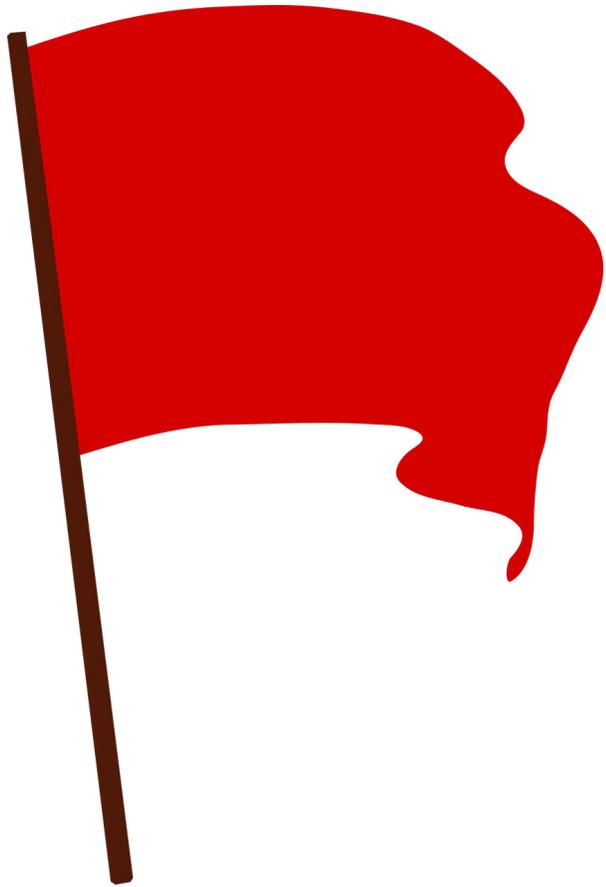


Ineffective programs are often inequitable, and vice versa

Indicators to Explore for Effectiveness and Equity



Red Flags to Effectiveness and Equity



The following findings or observations **MAY** suggest a program is not as effective as it could be.

Teaching and Course-taking



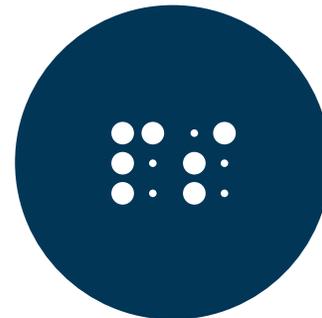
ELs are being taught academic content that is easier or less comprehensive than non-ELs



ELs are taught by an entirely different subset of teachers than non-ELs



Teachers are unaware of which students in their classrooms are ELs



ELs are excluded from some classes because the teachers are “unable to accommodate them”

EL Access and Participation in School Services



EL students do not receive the same college counseling as non-EL students



EL students participate in extracurriculars and non-academic activities at lower rates than non-EL students



EL students, instructed only in English, spend their days mostly or entirely segregated from peers who are not ELs*

**Less likely to be a concern in dual language programs*

Achievement



Exited ELs continue to lag behind non-EL students academically



EL students instructed only in English routinely take more than six years to reach proficiency in English*



Current and former ELs graduate at lower rates than students who have never been ELs



Current and former ELs are less likely to pursue post-secondary education than students who have never been ELs

**Less likely to be a concern in dual language programs*

Authorizer Evaluation of EL Programs

Authorizers will likely consider the following types of information when evaluating EL programs:



Academic achievement and attainment (e.g., graduation) of former ELs (not just ELs and non-EL students)



A theory of action or logic model that clearly articulates the program's goals and strategies for reaching them



Longitudinal pathways for ELs throughout the school system

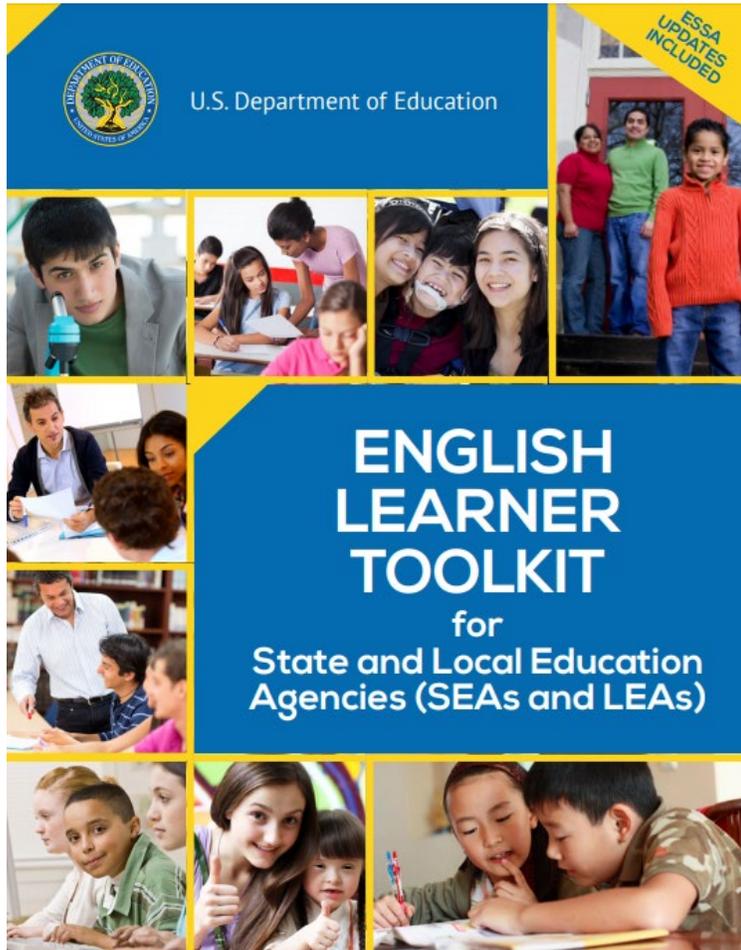


Enrollment and participation in academic and extracurricular activities



Number of EL students who never attain English proficiency

Additional Recommended Reading



U.S. Department of Education English Learner Toolkit Chapter 5

<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>

Additional Reflection Questions

 Which members of your team and community might you work with to collect information in response to the “Questions to Consider” in this presentation?

 What is one area of strength your school or system has with respect to the “Questions to Consider” in this presentation?

 What is one area for growth or opportunity in your school system with respect to the “Questions to Consider” in this presentation?

 What is one “Question to Consider” whose answer you truly do not know at this point? How might you go about finding information in response to this question?

Next Learning Module...

Tips for formative assessments in the time of COVID-19

