

MISSISSIPPI DEPARTMENT OF EDUCATION  
*MISSISSIPPI SUCCEEDS: A FOCUS ON EQUITY* | SEPTEMBER 2019

# IMPLEMENTING EVIDENCE- BASED PRACTICES FOR ENGLISH LEARNERS

TOOLS FOR ADMINISTRATORS

Heidi Goertzen, Ph.D.  
Senior Consultant

---

M A K I N G  
R E S E A R C H  
R E L E V A N T

---

**SOUTHEAST**  
Comprehensive Center  
at American Institutes for Research ■

---

AMERICAN INSTITUTES FOR RESEARCH | AIR.ORG

The contents of this document were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.



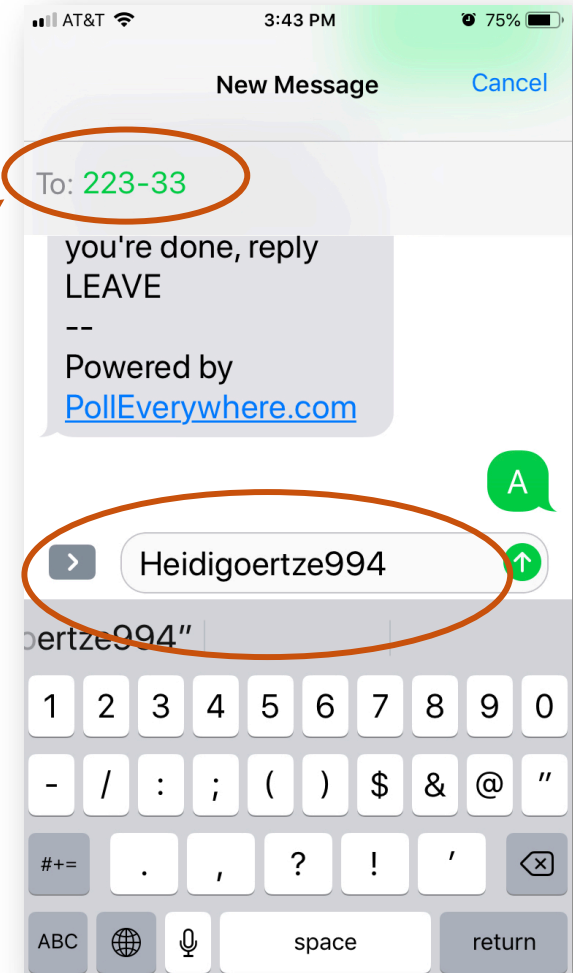
## Session Objectives

---

- Increase understanding of evidence-based practices (EBPs) for ELs
- Self-assess degree of implementation of EBPs for ELs
- Increase capacity for leading EBP efforts as instructional leaders

# ICE-BREAKER – What is it about Fall?

- Take out your phone!  
We are going to take an online poll.
- Reach me at: **22333**
- In the text box, type in **HEIDIGOERTZE994**
- Wait for my reply and get ready for some fun!





# What is your favorite month during the fall?

September

October

November

December





**In one or two words, share why you like that  
fall month the most.**



# Evidence-Based Practices for English Learners' Academic Instruction

What Matters in the Classroom

## Why Implement Evidence-based Practices for ELs?

---

Well, just watch this video! (7:56)

<https://www.youtube.com/watch?v=BR2qcNBwg6I>

Source: Colorín Colorado (2014, March 14).

# EBPs for English Learners' Academic Instruction - Recommendations

---

1. Provide students the opportunity to ***Develop Academic Oral Language*** while simultaneously teaching literacy and other content areas.
2. Teach ***Vocabulary Across Content Areas***.
3. Provide ***Appropriate Instruction*** for ELs who need ***Additional Support***.
4. Assess ELs ***Ongoing Linguistic and Academic Progress*** in native language and in English.
5. Evaluate ELs' ***Possible Learning Difficulty***.

Source: Richards-Tutor, Aceves, and Reese (2016).

## R1. Provide Opportunities to Develop Academic Oral Language While Teaching Literacy and Content Areas

---

- Provide designated **time to develop English oral language** proficiency as part of instruction.
- Provide **sheltered instruction** practices (e.g., language objectives, comprehensible input, visuals, background knowledge) to support student in content-area learning.
- Use **peer-supported** instruction and learning for students to **practice oral language** during **academic lessons**.
- Teach **explicit comprehension strategies** to assist students in accessing content while they are developing English proficiency.

# Video

---

<http://www.colorincolorado.org/classroom-video/focusing-language-common-core> (elementary)

<http://www.colorincolorado.org/classroom-video/using-concept-sort-ells> (secondary)



- Write down the strategies that you see the teacher use.
- Be prepared to share.

Source: Colorín Colorado (2014, March 14).

# Evidence-Based Practices for ELs Rubric

**HANDOUT 1**

Essential Components	Implementation Levels				
Instructions: Place an X under the appropriate implementation level for each item. Score and rate each item separately.	Level 0	Level 1	Level 2	Level 3	Rating
	I never see evidence of this practice.	I seldom see evidence of this practice.	I sometimes see evidence of this practice.	I always see evidence of this practice.	Average rating for the items.
<b>Recommendation 1.0 Provide Students Opportunity to Develop Academic Oral Language While Simultaneously Teaching Literacy and Other Content Areas</b>					
1.1 - Provide designated time to develop English oral language proficiency as part of instruction.					
1.2 - Provide sheltered instruction practices (e.g., comprehensible input, language objectives) to support student in content-area learning.					
1.3 - Use peer-supported instruction and learning for students to practice oral language during academic lessons.					
1.4 - Teach explicit comprehension strategies to assist students in accessing content while they are developing English proficiency.					



# Recommendation 1: How do you rate the implementation level of evidence-based practices for ELs in your district, school, or classroom?

Level 0 - I never see evidence of this practice. **A**

Level 1 - I seldom see evidence of this practice. **B**

Level 2 - I sometimes see evidence of this practice. **C**

Level 3 - I always see evidence of this practice. **D**



## R2. Teach Vocabulary Across Content Areas

---

- Provide opportunities for **in-depth understanding of words** through reading, writing, listening, and speaking.
- Teach **high-utility academic words**.
- Teach **word-learning strategies**.

Source: Richards-Tutor, Aceves, and Reese (2016).

# Vocabulary Selection: Which words to teach?

---

## Importance and Frequency

- Students need to know the meaning of words and phrases that are critical for understanding the concepts or text.
- Students need to know high-utility words that are used frequently across texts.

# Vocabulary Instruction: Word Learning Strategies

---

- It is not feasible to directly teach students all of the words they need to know to be successful readers.
- It is important to teach students word learning strategies:
  - Context clues
  - How to use reference materials (e.g., glossaries, online dictionaries, bilingual dictionaries)
  - Cognates (for languages that share cognates with English)
  - Morphology (e.g., using roots or base words, prefixes, and suffixes to determine word meanings)

## Video

---



[https://www.youtube.com/watch?v=2c\\_lyFiFFVI](https://www.youtube.com/watch?v=2c_lyFiFFVI)(elementary)

<http://www.colorincolorado.org/classroom-video/instruction-key-academic-vocabulary-high-school-ells> (secondary)

- Write down the strategies that you see the teacher use.
- Be prepared to share.

# Evidence-Based Practices for ELs Rubric

Essential Components	Implementation Levels				
Instructions: Place an X under the appropriate implementation level for each item. Score and rate each item separately.	Level 0	Level 1	Level 2	Level 3	Rating
	I never see evidence of this practice.	I seldom see evidence of this practice.	I sometimes see evidence of this practice.	I always see evidence of this practice.	Average rating for the items.
<b>Recommendation 2.0 Teach Vocabulary Across Content Areas</b>					
2.1 - Provide opportunities for in-depth understanding of words through reading, writing, listening, and speaking.					
2.2 - Teach high-utility academic words.					
2.3 - Teach word-learning strategies.					



# **Recommendation 2: How do you rate the implementation level of evidence-based practices for ELs in your district, school, or classroom?**

Level 0: I never see evidence of this practice.

Level 1: I seldom see evidence of this practice.

Level 2: I sometimes see evidence of this practice.

Level 3: I always see evidence of this practice.

# Providing Feedback to Teachers

Using the EBP for ELs Rubric

# EBPs for ELs Teacher Observation Rubric

Essential Components	Implementation Levels				
Instructions: Place an X under the appropriate implementation level for each item. Score and rate each item separately.	Level 0	Level 1	Level 2	Level 3	Rating
	Needs Additional Support	Emerging	Approaching	Reaching	Average rating for the items.
<b>Recommendation 1.0 Provide Students Opportunity to Develop Academic Oral Language While Simultaneously Teaching Literacy and Other Content Areas</b>					
1.1 - Provide designated time to develop English oral language proficiency as part of instruction.					
1.2 - Provide sheltered instruction practices (e.g., comprehensible input, language objectives) to support student in content-area learning.					
1.3 - Use peer-supported instruction and learning for students to practice oral language during academic lessons.					
1.4 - Teach explicit comprehension strategies to assist students in accessing content while they are developing English proficiency.					



# Better Feedback, Better Outcomes



Relevant, hands-on learning opportunities

- Improve the **usefulness** and **accuracy** of feedback.
- Ensure that **coaching** and **supports** are offered.
- Prepare and support teachers and leaders to **take the lead** in their own professional growth.

Source: Center on Great Teachers and Leaders (2014).

## Focus on Evidence

---

### Reduces three pitfalls in postobservation conferences:

- **Loose interpretation.** Evidence-based feedback separates observations and interpretations.
- **Subjectivity.** Drawing upon evidence during feedback conversations can decrease subjectivity (Sartain et al., 2011).
- **Emotion.** Evidence-based feedback can also “remove some of the emotion from the evaluation process” (Sartain et al., 2011, p. 23).

Source: Sartain, L., Stoelinga, S. R., & Brown, E. R. (2011).

# Excerpts From Two Feedback Conversations

---

## **Excerpt A:**

“Your students took a long time to get started with the lesson activity and looked confused. Student comprehension is critical. Do you agree that you need to work on this area of practice?”

## Excerpts From Two Feedback Conversations

---

### **Excerpt B:**

“After you gave instructions to the class, I noticed that Enrique and Araceli looked unsure and were looking around the room and whispering to their peers for help. Tell me more about these two students. How are your sheltered instruction strategies, such as comprehensible input and language objectives, working with them? Do you see this with other EL students? Why do you think that is happening?”

## Use EBP Rubric Language and Descriptors

---

Incorporating EBP rubric language when discussing evidence helps in the following:

- To build and **reinforce a shared understanding** of good instruction for ELs
- To ensure the rubric remains the **objective point of reference** in the conversation

Source: Center on Great Teachers and Leaders (2014).

# Four Principles For Success

promoting equity for English learners

# Jigsaw Activity: “What it Takes for English Learners to Succeed”

---

## Instructions for group work

- Break into four groups.
- Read your group’s section of the article.
- Discuss and report on one of the areas of success:

1. ACCESS
2. CLIMATE
3. EXPECTATIONS
4. LANGUAGE INSTRUCTION

Group 1: Access	
Define Access.	List examples of Access.
Describe how you support Access.	Questions/ reflections.

Source: Echevarria, J., Frey, N., & Fisher, D. (2015).





# Reflections

---

What is still rolling around in my mind?



What has squared with my thinking?



What two changes will I make as a result of today's meeting?



# References

Center on Great Teachers and Leaders (2014). *Preparing Educators for Evaluation and Feedback: Planning for Professional Learning Facilitator's Guide*. Washington DC: American Institutes for Research.

Colorín Colorado (2014, March 14). *Reading to Learn: English Language Learners in Grades 4-6* [Video file]. Retrieved from <https://www.youtube.com/watch?v=BR2qcNBwg6I>

Echevarria, J., Frey, N., & Fisher, D. (2015). What It Takes for English Learners. *Educational Leadership*.

Office of English Language Acquisition (2017). *English Learner Toolkit*. Retrieved from <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>

# References

Richards-Tutor, C., Aceves, T., & Reese, L. (2016). *Evidence-based practices for English Learners* (Document No. IC-18). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://ceedar.education.ufl.edu/tools/innovation-configurations/>

Sartain, L., Stoelinga, S. R., & Brown, E. R. (2011). *Rethinking teacher evaluation in Chicago: Lessons learned from classroom observations, principal-teacher conferences and district implementation*. Chicago, IL: Consortium on Chicago School Research. Retrieved from <http://ccsr.uchicago.edu/sites/default/files/publications/Teacher%20Eval%20Report%20FINAL.pdf>

HEIDI GOERTZEN

SENIOR CONSULTANT

334.826.4003

HGOERTZEN@AIR.ORG

---

MAKING  
RESEARCH  
RELEVANT

---

THANK YOU

---

AMERICAN INSTITUTES FOR RESEARCH | AIR.ORG

Copyright © 20XX American Institutes for Research. All rights reserved.



How did I do?

Please take the session evaluation survey

---



<https://www.surveymizmo.com/s3/5085202/Implementing-EBPs-for-ELs-Administrator-Training>