

English Learners and PLCs

Luis F. Cruz



Solution Tree

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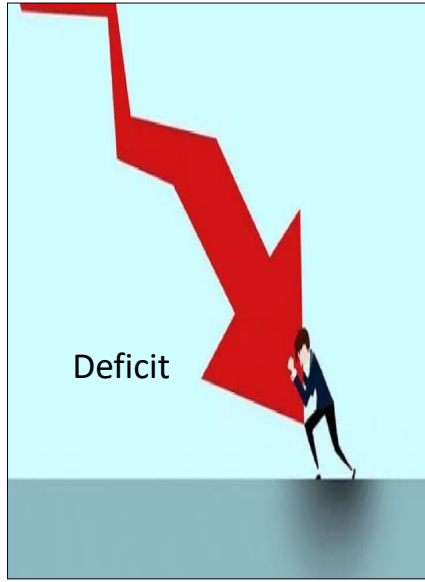


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Assets vs. Deficits



8

Desired Outcomes

Participants learn:

- Why students learning English as an additional language are an asset not a deficit in 2023 and beyond
- Important and basic principles of second language acquisition
- How a teacher-led task force increases academic performance for students learning English as an additional language

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Why Assets?

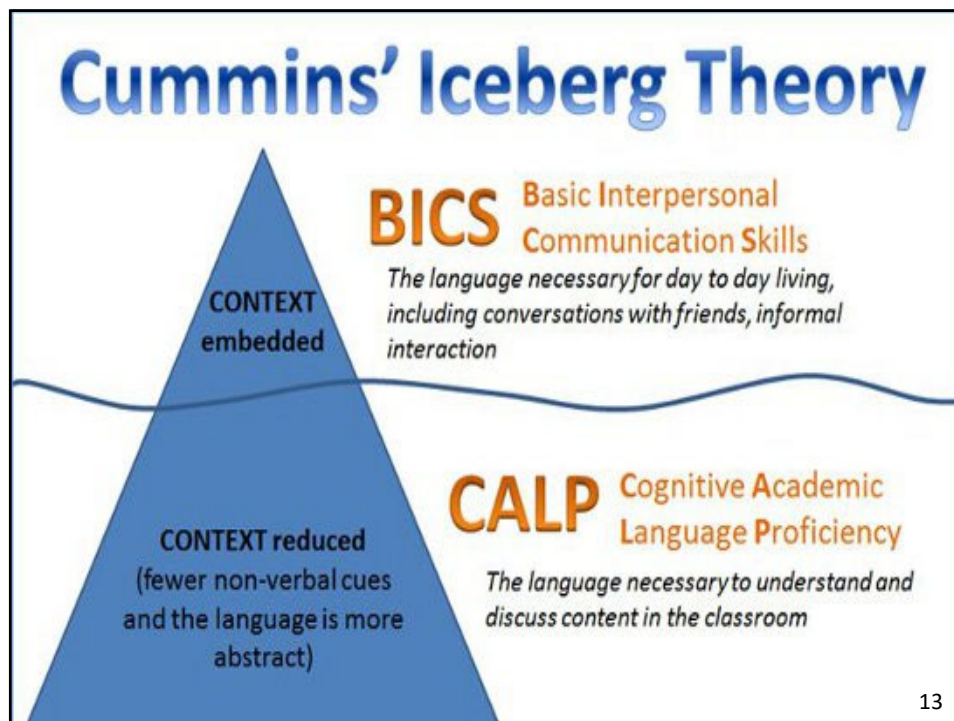
According to the American Council on the teaching of foreign languages (ACTFL) with the support of Pearson LLC and Language Testing International, 2019:

- **Multi- or bilingualism is one of the top eight skills required of all occupations according to an analysis of close to 15 million jobs, touching both “low” and “high” prestige jobs.**
- **Increasingly, US employers rely on employees with language skills other than English to advance their business goals, and those employers unable to fill this need may find themselves falling behind in the global market.**
- **56% of US employers say their foreign language demand will increase in the next 5 years.**
- **According to 2017 research from the proceedings of the National Academy of Sciences, lifelong bilingualism may delay dementia onset.**

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What does the research say about how students learning English as an additional language learn **academic vocabulary**?

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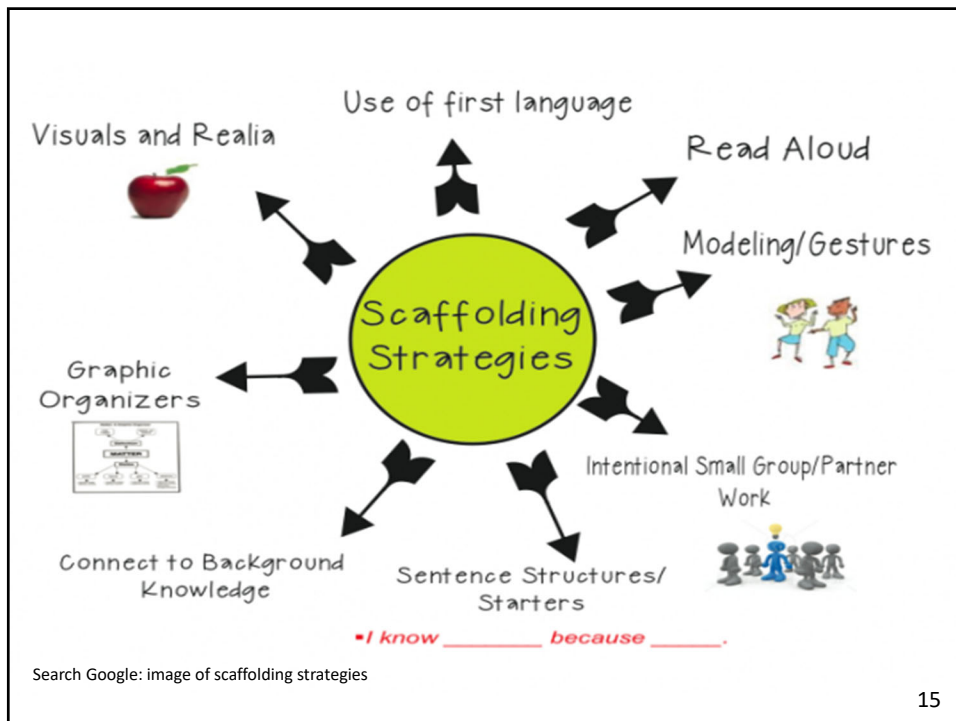




Comprehensible Input and Affective Filter

Comprehensible input is language **input** that can be understood by listeners despite them not understanding all the words and structures in it. ... According to **Krashen's** theory of language acquisition, giving learners this kind of input helps them acquire language naturally.

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15



5263883	<p>I used a new vocabulary word today!</p> <p>Student _____</p> <p>Signed _____</p> <p>Admit One</p>	5263883
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Comprehensible Input and Affective Filter

Comprehensible input is language **input** that can be understood by listeners despite them not understanding all the words and structures in it. ... According to **Krashen's** theory of language acquisition, giving learners this kind of input helps them acquire language naturally.

Affective filter is a term originally coined by linguist Stephen Krashen in the 1970s. It describes the invisible, psychological **filter** that either aids or deters the process of **language acquisition**. ... A low **affective filter** results in increased self-confidence and the desire to explore, **learn**, and even take a few risks.

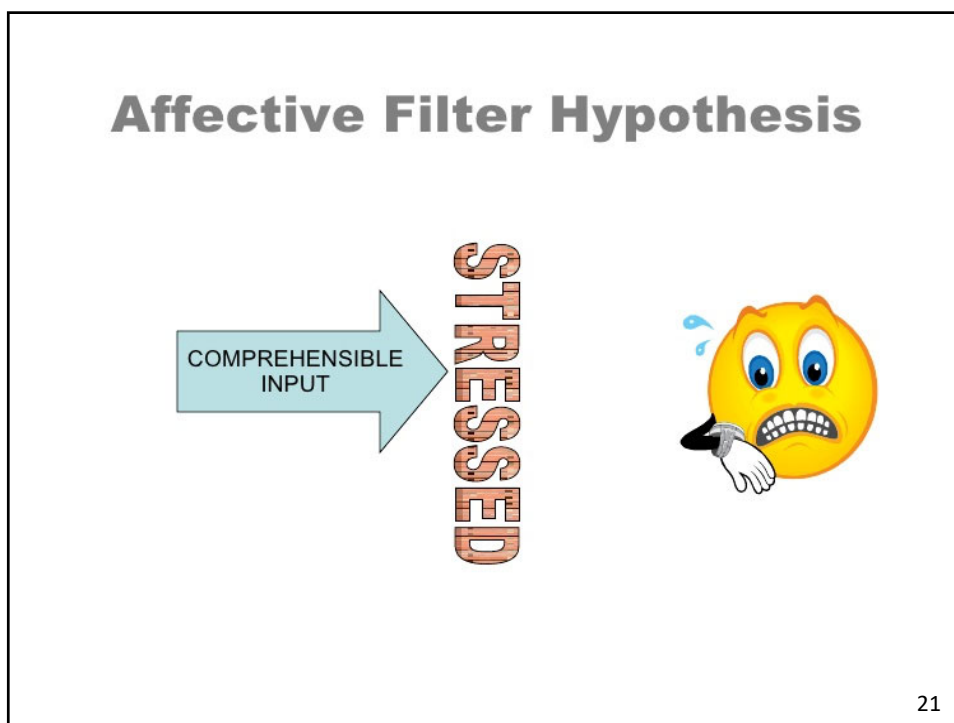
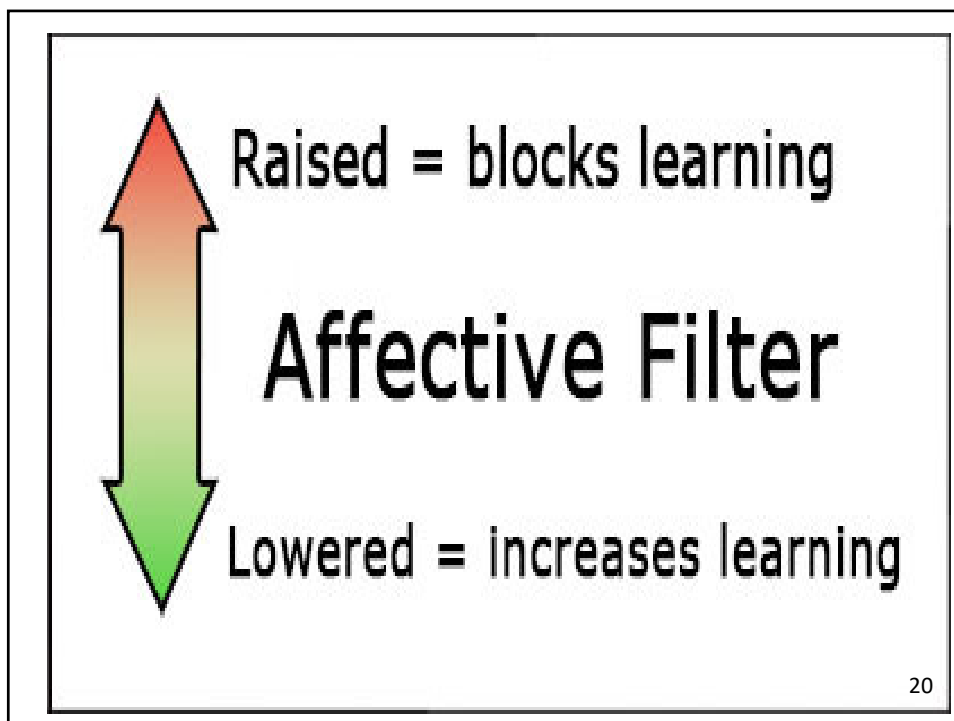
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Strengths of the Affective Filter Hypothesis

“A learner who is tense, angry, anxious, or bored will screen out input, making it unavailable for acquisition. Thus, depending on the learner’s state of mind or disposition, the filter limits what is noticed and what is acquired. The filter will be up or operating when the learner is stressed, self-conscious, or unmotivated. It will be down when the learner is relaxed or motivated.”

—Lightbown & Spada, *How Languages Are Learned*, 1993

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Handouts

- ❖ Teaching Argument Writing to ELs
- ❖ Beat the Odds

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The Opportunity Gap in Schools



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Why a fixed mindset?

By 2025, English learners are expected to account for 25% of the total of K–12 enrollments in the US (NEA, 2019).

During the 2015–16 academic year, only 67% of English learners, versus 87% of non-ELs, graduated from high school on time (USDOE, 2015).

During the years of the pandemic (2020–21), growth in listening for ELs declined in all grade-level clusters, with the 3–5 grade-level cluster reporting the largest drop (11 scale score points). (Wisconsin Center for Education Research, 2021)

ELs represent less than 3% of students in gifted and talented education nationwide and are underrepresented in gifted programs in almost every state (Sparks & Harwin, 2017).

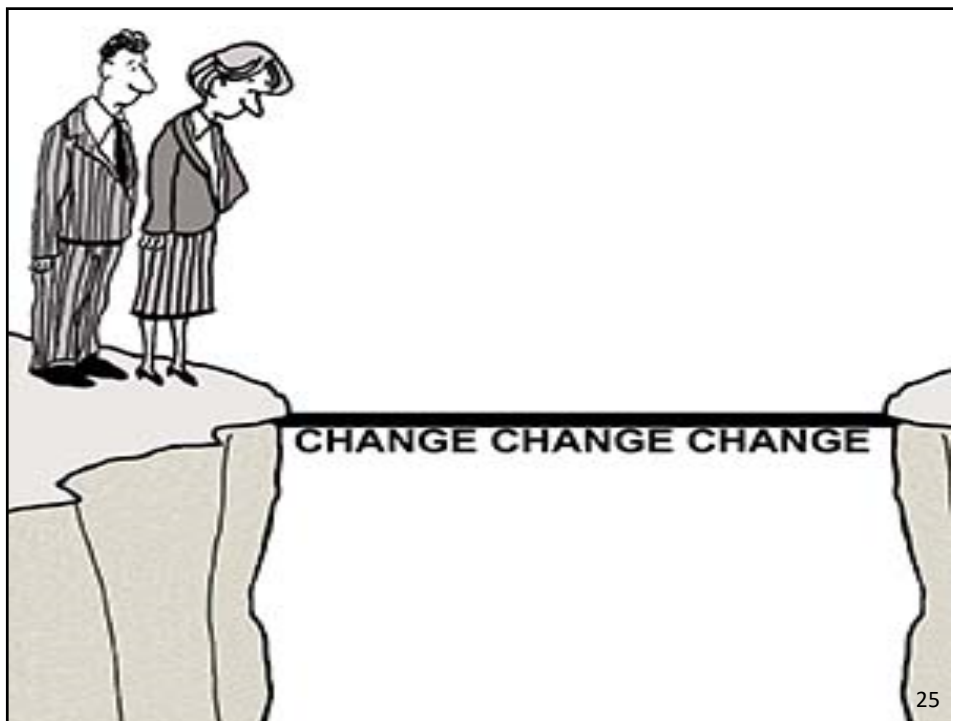
A 2014 study revealed that only 24% of teaching programs train elementary teacher candidates to support EL students (Quintero & Hansen, 2017).

Fixed Mindset

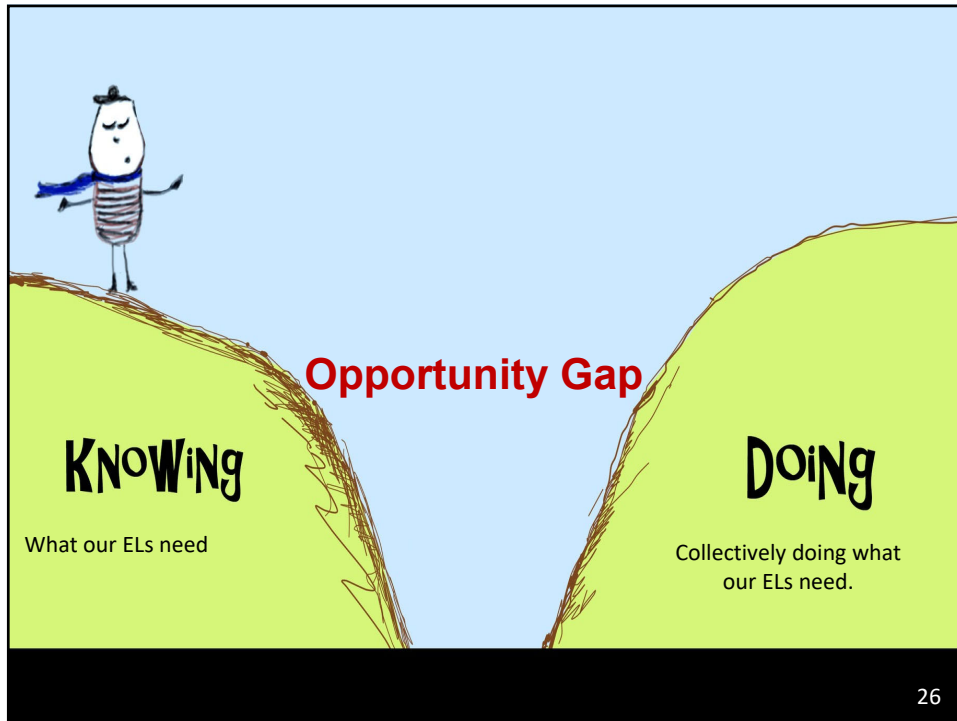
Belief that skills and abilities are fixed and won't change over time



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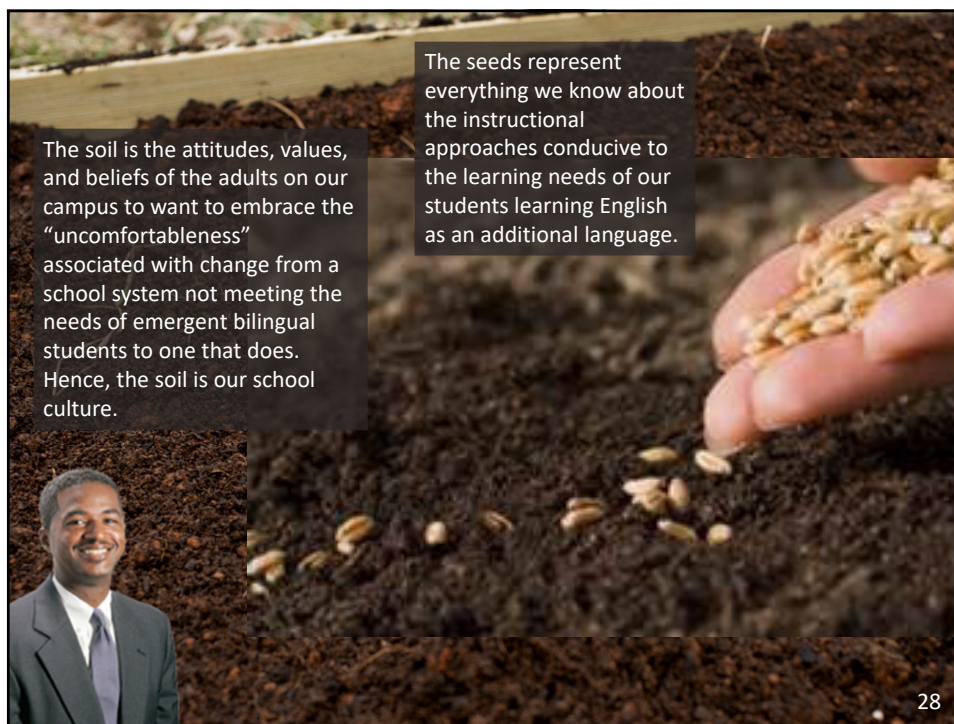
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Is the issue really not knowing how to effectively teach our students learning English as an additional language?

What if our school/district **culture** has created a situation where we see our students learning English as an additional language as a **deficit rather than an asset**? What if our hardworking faculty and staff continue to believe that ensuring learning for our students learning English as an additional language is **someone else's responsibility**? What if there is a **lack of both support and accountability** at our site that reveals the real reason why our students learning English as an additional language often fail?

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Is the issue really not knowing how to effectively teach our students learning English as an additional language?

What if there is a lack of **leadership** in our schools/districts directly responsible for increasing the learning of our students learning English as a second language? **What if we are confusing leadership with “being compliant?”** What if our faculty and staff continues to think that leadership is a **singular rather than collective process** and that it is **only an administrative responsibility?**

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Turn and Talk

At your school, might there be some issues regarding your “soil”? Might there be well intentioned adults on your campus who view emergent bilingual students as a deficit rather than an asset?

Is leadership at our school more synonymous with administration than teachers? At our school, might we be confusing compliance with leadership?

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By Whom and How the Soil Is Tilled



TIME FOR CHANGE

4 Essential Skills for Transformational School and District Leaders

ANTHONY MUHAMMAD
LUIS F. CRUZ

How do we effectively “till the soil”, that is, ensure we have the right school culture to achieve best instructional practices for EB students?

1. Make sure the staff understands **why** changes in the way we educate EB students are warranted.
2. Make sure the staff **trust** those advocating for changes in EB practices.
3. Make sure the staff knows **how** to commit to possible change in school and instructional practices for EB students.

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7 Steps to Ensuring Emergent Bilinguals Learn

1. Assemble a team.
2. Study the problem.
3. Find solutions.
4. Establish SMART goals.
5. Develop an action plan.
(support and accountability)
- 6. Implement the action plan.**
7. Meet periodically to assess and realign the plan.

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Assemble a Team

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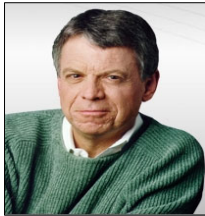
“We now have compelling evidence that when teachers team up with their colleagues, they are able to create a culture of success in schools, leading to teaching improvements and student learning gains. The clear policy and practice implication is that teaching is a team sport.”

—Fulton & Britton, “STEM Teachers in Professional Learning Communities” (2011), p. 4

Dr. John P. Kotter

No one person, no matter how competent, is capable of single-handedly developing the right vision, communicating it to vast number of people, eliminating all of the key obstacles, generating short-term wins, leading and managing dozens of change projects, and anchoring new approaches deep in an organization's culture.

Putting together the right coalition of people to lead a change initiative is critical to its success.

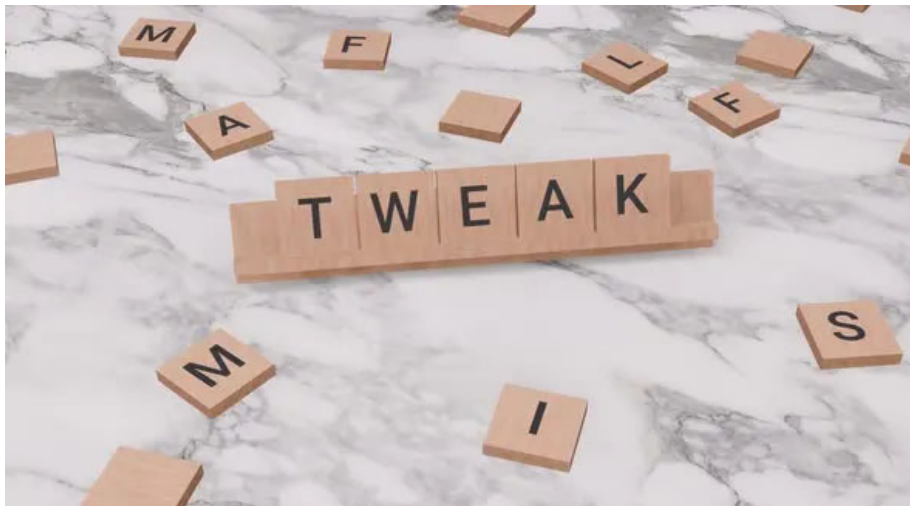


(Kotter, Buy-In: Saving Your Good Idea From Getting Shot Down, 2010, p.52)

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**In a PLC you will need a guiding coalition!
If EB Students are not learning, you may also need a task force.**

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English Learner Task Force



Dr. Luis Cruz, principal
and administrator
for EL programs



Rosa Diaz-Avery, EL
coordinator



Jesus Gutierrez,
ELD teacher



Diana Ruvira,
School-community
liaison



Cynthia Muniz,
EL 1–3 counselor



Diana Chavez,
counselor



Amelia Ramirez,
ELAC and DELAC
representative



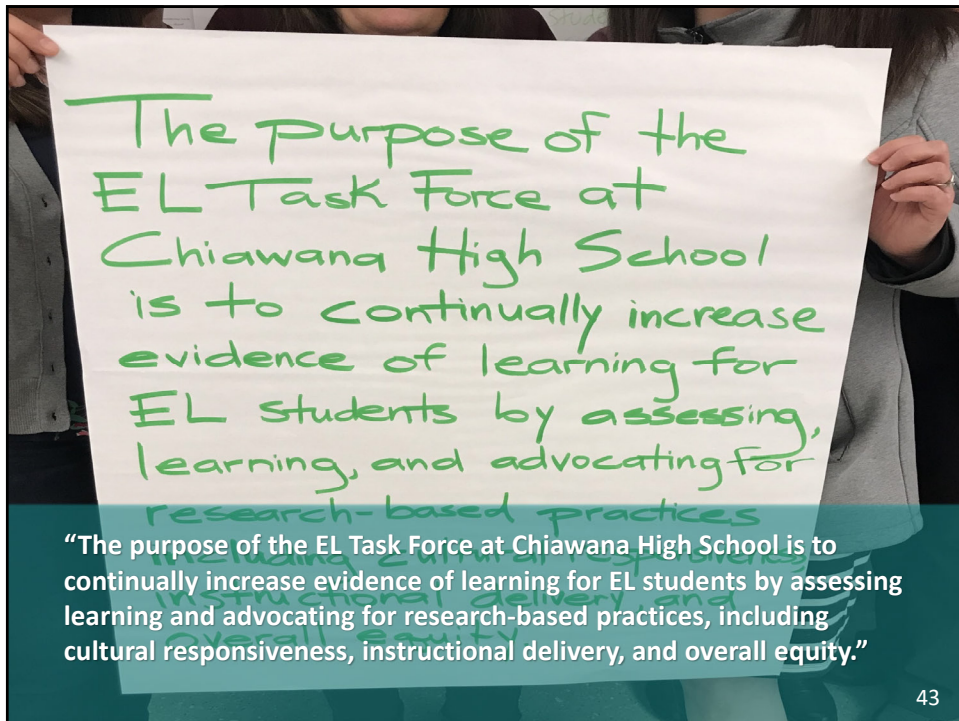
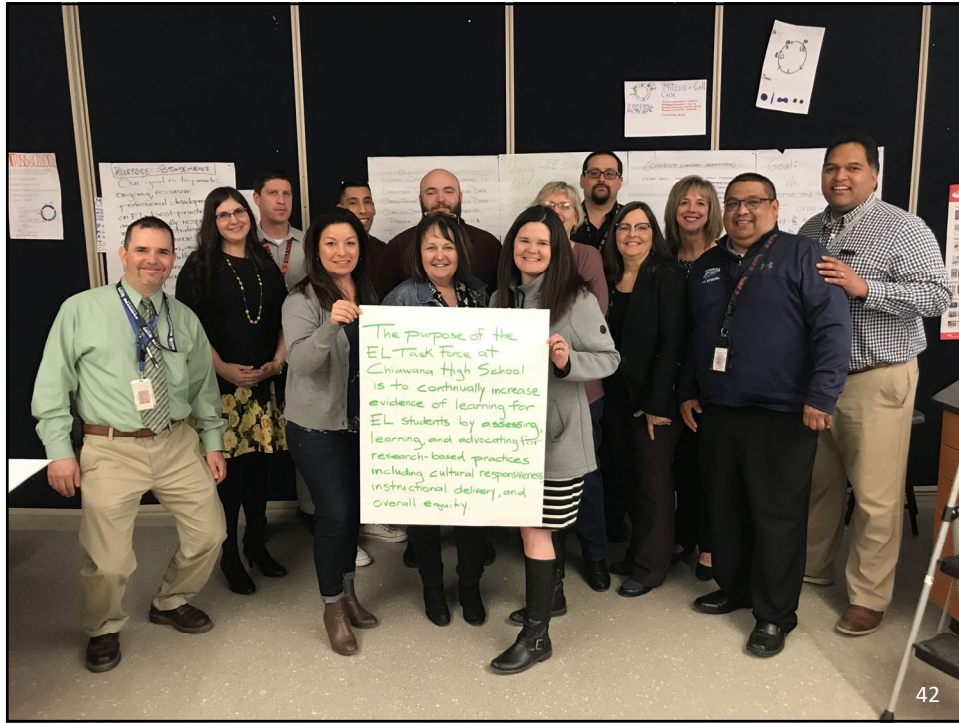
Dr. Alejandro Segura-
Mora, EL achievement
consultant

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English Learner Task Force Purpose Statement

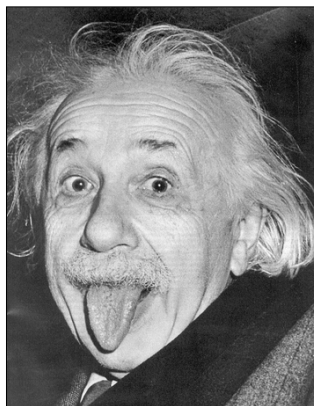
The EL task force will increase student academic achievement by promoting a community within Baldwin Park High School that embraces the **learning needs of English learners.**

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**STOP
THE
INSANITY**

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“Insanity is doing the same thing over and over again and expecting different results.”

—Albert Einstein

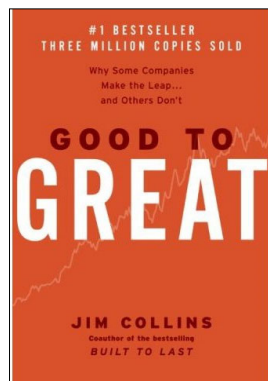
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Study the Problem

In a professional learning community, educators engage in an ongoing process in which they work collaboratively in recurring cycles of **collective inquiry** and action research.

(DuFour, DuFour, Eaker, Many, & Mattos, *Learning by Doing*, 2016, p. 10)

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“All good-to-great organizations began the process of finding a path to greatness by confronting the brutal facts of their current reality.”

—Collins, *Good to Great: Why Some Companies Make the Leap ... and Others Don't*, 2001

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Collective Inquiry in Full Swing

- Why is our graduation rate increasing overall but declining for students learning English as an additional language?
- Why does our number of late-term emergent bilinguals continue to increase in the upper grades (5th and 6th)?
- Why do we continue to see an increase of students learning English as an additional language who also have IEPs?
- Why is it that, especially in 11th grade, a vast number of emergent bilinguals fall behind in credits to graduate?
- Why is it that our 3rd-grade students learning English as an additional language do so poorly on state exams in both English and Math?

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Schoolwide critical areas for follow-up: A comprehensive and monitored system of support for Baldwin Park High School's large number of English learner needs to be implemented and coordinated locally.

(English Learner Tasks 1, 2, and 3)

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EL Population Data

At or Above Proficient on ELA

2006–2007

8.3%

CELDT Early Advanced and Advanced

2006–2007

20%

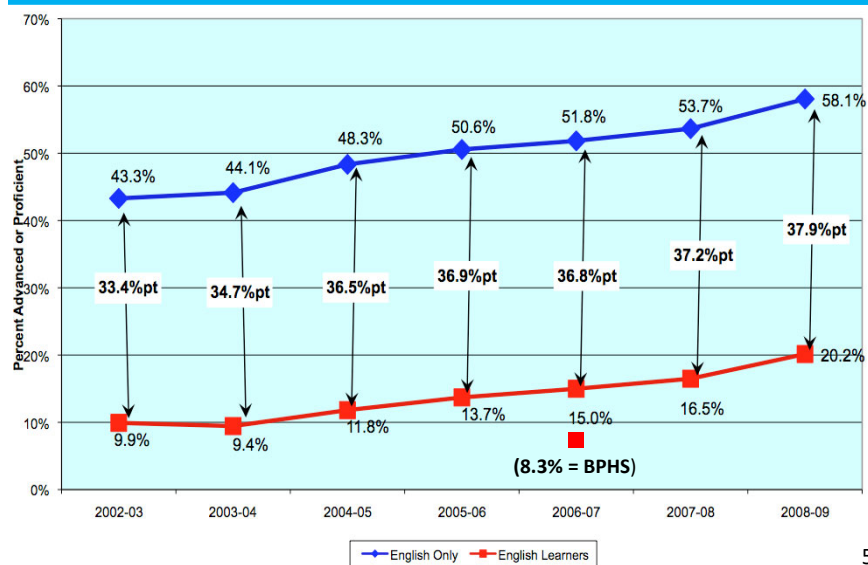
Reclassification

2006–2007

0%

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The CAVE People Respond ...



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Listening to Students

Let's not forget that
qualitative data is still data!

BPHS ELD Student Voices



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The Power of Student Voices

- *“Other student who speak Spanish don't want to help us.”*
- *“When we first arrived to our high school it seem like nobody wanted to help us and so we just wanted to go back to Mexico.”*
- *“Some teachers just put is in the back of the room and had another student translate. Those teachers who used ‘movements to teach us’ and really helped us, allowed us to learn.”*

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What did our task force learn as a result of analyzing our data?

- Our data from interviews with EB students revealed we needed to lower the affective filter schoolwide.
- Our analysis of collaboration practices from team to team revealed we needed a special protocol for analyzing data for our EBs.
- Our observation of teacher practice revealed we needed to provide professional development on working with our long-term EBs.

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Reflection

At your school, do you as a staff actively seek to “confront the brutal facts” that are indicative of students not learning at levels expected? Has leadership presented this data to the staff in an effort to spark a movement toward resolving the evidence of non-learning? Has the urgency to increase learning for EB students been made? Why or why not?

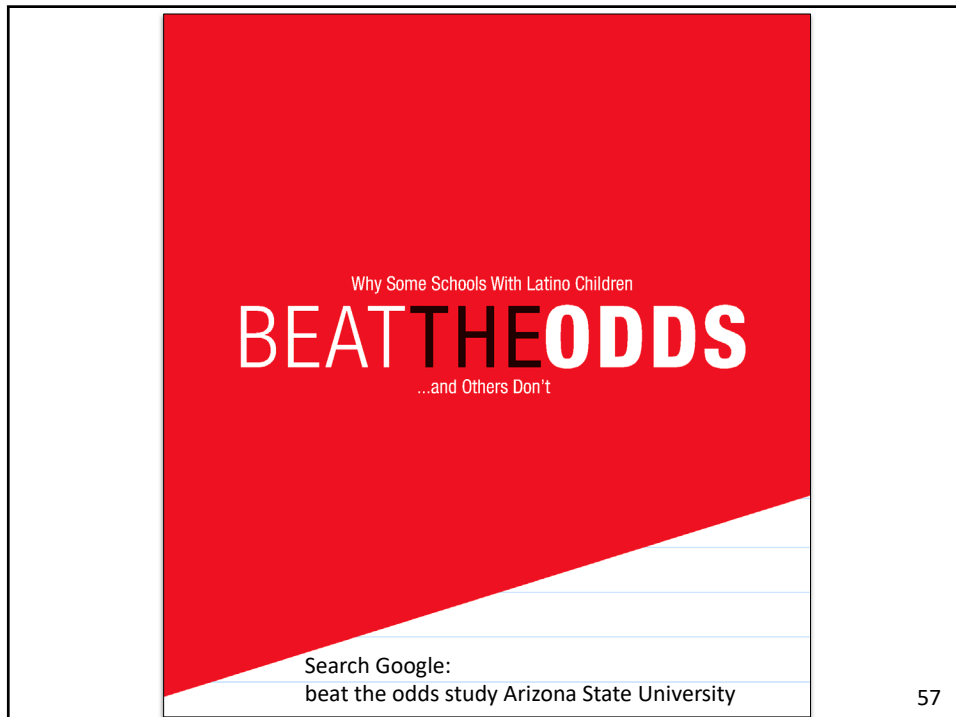
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Find Solutions

In a professional learning community, educators engage in an **ongoing process** in which they work collaboratively in recurring cycles of **collective inquiry** and action research.

(DuFour, DuFour, Eaker, Many, & Mattos, *Learning by Doing*, 2016, p. 10)

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Why Some Schools With Latino Children

BEAT THE ODDS

...and Others Don't

Search Google:
beat the odds study Arizona State University

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Why Some Schools With Latino Children

BEAT THE ODDS

...and Others Don't

What does it take to get great results in educational achievement in a school with a student enrollment that is mostly Latino, mostly poor, and has many students who are still learning English?



Findings From the *Beat the Odds* Research

1. Clear bottom line (***all means all mentality***)
2. **Ongoing assessment**
3. Strong and steady principal (**including teacher leadership**)
4. **Collaborative solutions**
5. Stick with the program (**consistency and resilience**)
6. **Built to suit (first best instruction, assessment, intervention)**

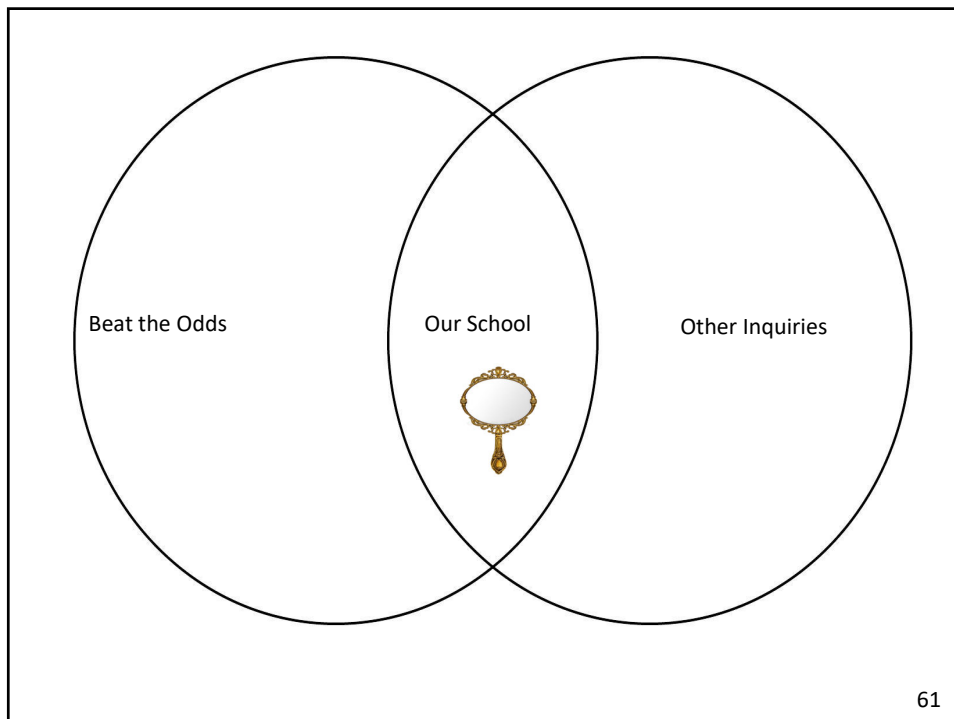
How Do We Ensure the Academic Success of Our EL Students?



Collective Inquiry

Making decisions together
through research and best practice

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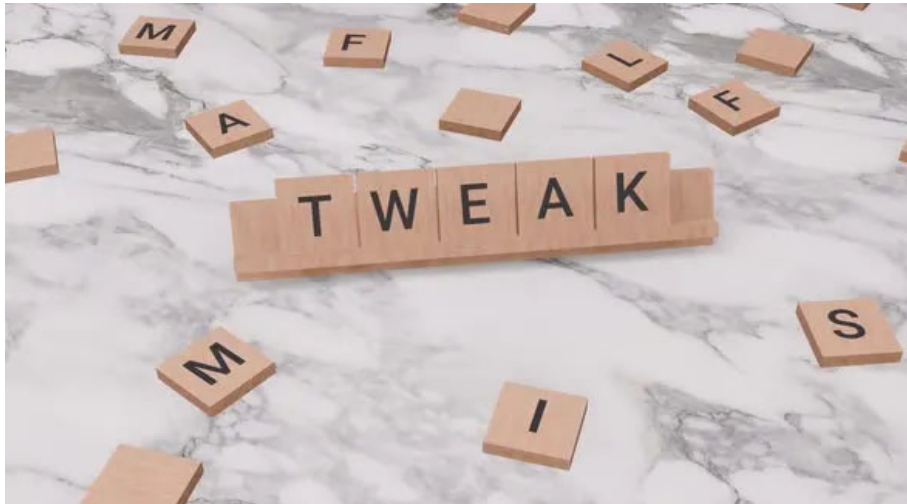


Effective comprehensible input in all content-focused courses

Common Assessment Analysis Protocol

1. Which specific students did not demonstrate mastery on which specific learning target? (Respond by the student, by the learning target.)
2. Which instructional practice proved to be the most effective?
3. What patterns can we identify from each student's mistakes?
4. How can we improve this assessment?
5. What interventions are needed to provide students who are not learning additional time and support to learn?
6. How will we extend learning for students who have mastered the standard or learning target?

(Buffum, Mattos, & Malone, *Taking Action*, 2018, p. 119)



In a PLC, professional learning teams analyze the results of their common assessments and formative assessments. When working with EB students, we will make some tweaks to this process.

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Common Assessment Analysis Protocol for EL Students

1. Which specific **EL students** did not demonstrate mastery on which specific learning target? (Respond by the student, by the learning target.)
2. Which instructional practice proved to be the most effective for **EL students**?
3. Which patterns can we identify from each **EL student's** mistakes?
4. How can we improve this assessment for **EL students**?
5. What interventions are needed to provide **EL students** not learning additional time and support to learn?
6. How will we extend learning for **EL students** who have mastered the standards or learning target?

(Buffum, Mattos, & Malone, *Taking Action*, 2018, p. 119)

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Create SMART Goals

“Schools that have the greatest impact on student learning establish clear and measurable goals focused on improving overall student achievement at the school level. ‘Data are analyzed, interpreted, and used to regularly monitor progress toward student achievement goals’ (Marzano, Warrick, & Simms, 2014, p. 57).”

—DuFour, DuFour, Eaker, Many, & Mattos, *Learning by Doing* (2016), p. 104

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SMART

Specific, Measurable, Attainable, Results-Oriented, and Timely

GOALS

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EL Task Force SMART Goals



1. Increase EB performance on standardized ELA exams from 8.3% to 20% proficiency by the end of the 2007–2008 school year.
2. Increase EB proficient and above levels on CELDT by 10% each year, beginning with 2007–2008.
3. Increase EB reclassification rates by 5% each year, beginning with 2007–2008.

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Create a Plan

In a professional learning community, educators engage in an ongoing process in which they work collaboratively in recurring cycles of collective inquiry and **action research**.

(DuFour, DuFour, Eaker, Many, & Mattos,
Learning by Doing, 2016, p. 10)

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Golden Rule of
Transformational Leadership:

SUPPORT (I)
MUST PRECEDE
ACCOUNTABILITY (ROI)

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Some of the **actions** we took!

- Visited to Escondido Unified School District (2006–2007)
- Provided ongoing PD by Dr. Segura-Mora (2007–2008)
- Taught the staff comprehensible input techniques
- Provided PD for English learner identification
- Established *Learning Walks*, presented by Dr. Segura-Mora (2008–2009)
- Created ongoing PD calendar

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(Action) EL PD Calendar

November 16, 2009: Group A, Periods 1–2
November 18, 2009: Group B, Periods 3–4
December 9, 2009: Group A, Periods 3–4
December 16, 2009: Group B, Periods 5–6
January 13, 2010: Group A, Periods 5–6
January 20, 2010: Group B, Periods 1–2
February 10, 2010: Group A, Periods 1–2
February 17, 2010: Group B, Periods 3–4
March 10, 2010: Group A, Periods 3–4
March 24, 2010: Group B, Periods 5–6
April 14, 2010: Group A, Planning Period
April 21, 2010: Group B, Planning Period

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(Action) Counseling

- In the past, all counselors had a caseload of English learners.
- Decided that two of our bilingual counselors would become the English learner counselors.
- Parents could approach them and talk to them because they are bilingual, friendly, and are passionate about English learners.

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(Action) Parent Involvement



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(Action) Mandatory Summer Academy

Our task force decided to create a **mandatory** summer academy for all of our students learning English as an additional language focused on leveled listening, speaking, reading, and writing.

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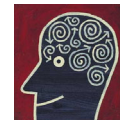
Implement the Plan

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(DuFour, DuFour, Eaker, Many, & Mattos, 2016, p. 10)

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EL Task Force SMART Goals



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EL Population Data

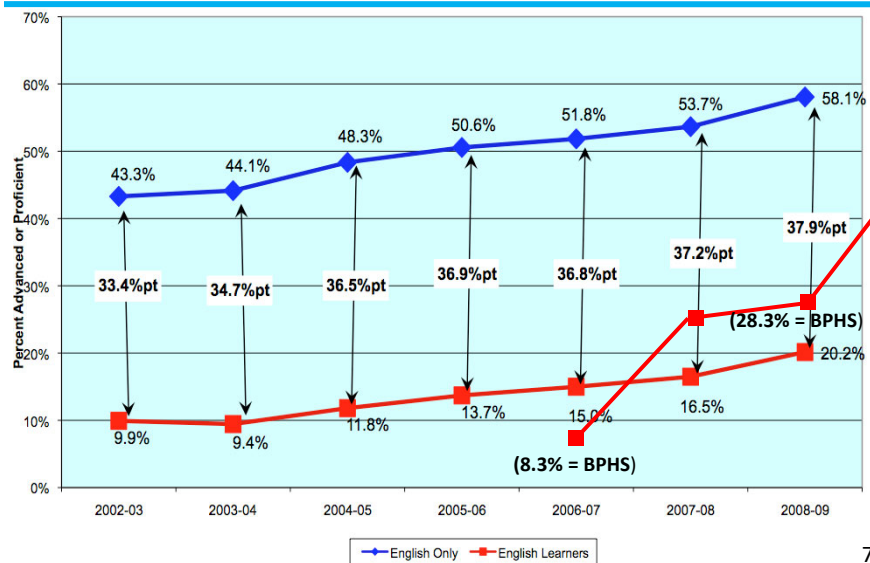
At or Above Proficient on ELA		
2006–2007	2007–2008	2008–2009
8.3%	25.4%	28.3%

CELDT Early Advanced and Advanced		
2006–2007	2007–2008	2008–2009
20%	35%	40%

Reclassification		
2006–2007	2007–2008	2008–2009
0%	1.8%	24.9%

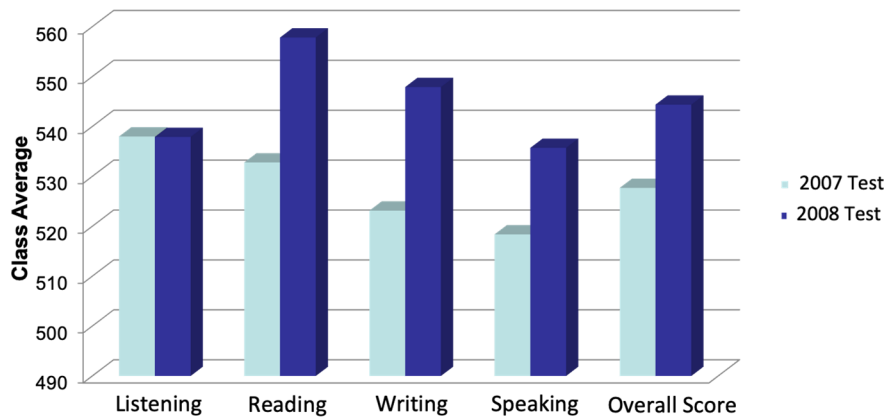
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We Are Response-Able!

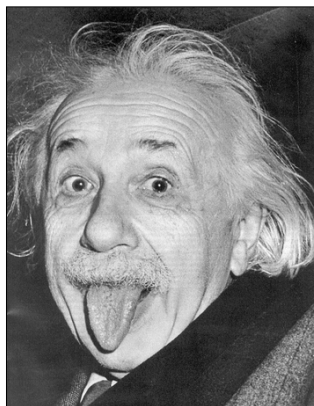


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CELDT-Prep Class Averages Summers 2007–2008



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“Insanity: doing the same thing over and over again and expecting different results.”

—Albert Einstein

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New EL-Related SMART Goals

- Continue closing the achievement gap.
- **Raise the number of ELs who graduate.**
- Raise the number of ELs enrolled in AP and honors classes.
- **Continue to raise the number of ELs passing CAHSEE.**
- Continue to raise the number of ELs reaching proficiency on the CST.
- **Establish proficiency on CELDT as a reclassification criterion.**

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BPHS English Learner Task Force

WANTS

YOU!

2010

Golden Bell Award

Recipient



Join us on Tuesday,
Sept. 21 for our first
meeting of the year!
WHERE: Rm 703
TIME: 3:15p.m -4:15p.m.

Highest API score for EL sub-group

2006 our score was 541

2010 our score is 668

Increase of 127 points.

- Professional Learning Community
- Seek to improve the passage rate of ELs on CELDT, ELA CST and ELA CAHSEE
- Raise reclassification rate
- Close the achievement gap

Reclassification Rate increased from
0% to 25% in the last four years!

YES! I'm interested!

Please email or contact Rosa Diaz-Avery, EL Coordinator, if you are interested in being part of this task force.

X3703
rdiaz991@bpusd.net

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BALDWIN PARK
HIGH SCHOOL
EXIT EXAM

JOIN THE CAHSEE TASKFORCE

TEAMWORK:
HELP TO MAKE MORE OF A DIFFERENCE IN
OUR STUDENTS' LIVES

PLEASE RESPOND BY SEPTEMBER 22, 2010
TO MR. ARLES OR MR. HUNTER BY EMAIL,
PHONE OR IN PERSON

Two ways you can help carry out responsibilities are:

- as a participant to attend bi-monthly meetings with the goal of monitoring progress and creating/developing ideas and approaches

OR

- as a contributor who is open to email conversations, attending meetings on a non-mandatory basis, contributing to a bank of best practices, and the like.

**English & Mathematics
Departments**

Let's work as a team to make a difference in our students' lives while making gains in our overall performance as a school community. Together we can use our intellectual abilities to create an impactful approach for the purpose of guiding all students with high levels of academic achievement. The CAHSEE task force's responsibilities will include:

- Conducting and assessing facts regarding student success
- Conducting research on how other schools have made significant gains
- Creating an Action Plan that is clearly defined and detailed
- Creating a SMART goal
- Implementing the Action Plan
- Meeting periodically to assess and re-align the plan

**HIGH SCHOOL
EXIT EXAM**

Contact Mr. Arles or Mr. Hunter for more details at:
jmarles01@cpusd.net
jhunter01@cpusd.net
Edwardsville
Arles-3200
Hunter-3418

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Attendance Task Force

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Baldwin Park HS Task Forces



CAHSEE Task Force



Dual Language Task Force



Writing Across the Curriculum

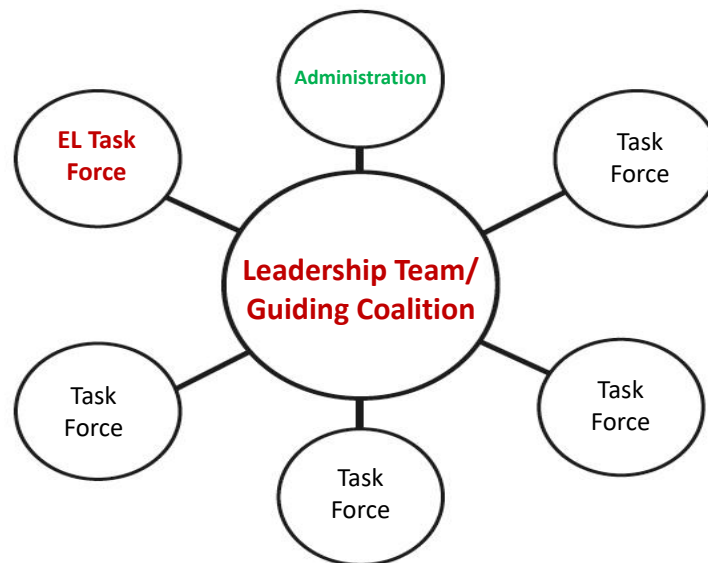


Attendance Task Force



EL Task Force

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Meet periodically
to assess and realign
the plan
... an ongoing process.

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Reflection

Back at your school or district, might the creation of an EL task force committed to implementing the seven steps illustrated today further enhance the potential for students learning English as a second language to learn at high levels?

Might an EL task force more effectively challenge a school's adult educators to embrace the responsibility of generating learning for all students, including students learning English as a second language?

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7 Steps to Ensuring ELs Learn

1. Assemble a team.
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5. Develop an action plan.
(support and accountability)
- 6. Implement the action plan.**
7. Meet periodically to assess and realign the plan.

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Muchas Gracias!

To schedule professional development at your site, contact **Solution Tree** at **(800) 733-6786**.



Luis F. Cruz

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Twitter: [@lcruzconsulting](https://twitter.com/lcruzconsulting)

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