LANGUAGE DEVELOPMENT FOR ENGLISH LANGUAGE LEARNERS

FACILITATOR'S GUIDE

CENTER ON INSTRUCTION

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CENTER ON
INSTRUCTION

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INTRODUCTION

This Facilitator's Guide has been prepared for presenters of the *Language Development for English Language Learners* professional development module. It accompanies the 67-slide PowerPoint presentation with speaker's notes and contains materials to help prepare for a professional development session, including activity instructions, handouts, agendas, references, and templates for contacting participants.

Intended for audiences of state and district leaders, the *Language Development for English Language Learners* professional development module provides background knowledge on language development, language assessment of English Language Learners, academic language instruction, and vocabulary in grades K through 12.

It is expected that technical assistance providers or states will use the module to train department of education and school district personnel involved in professional development for principals, coaches, and teachers of English Language Learners. Through this professional development, it is hoped that:

Participants will

- collaborate in activities that clarify the meanings of key questions and terms about language development for ELLs; and
- apply the content as they plan to deliver instruction to ELLs.

Facilitators will

- learn about additional resources to adapt, modify, enrich, and further explain content to meet participants' needs.

LOGISTICS

Delivery Options

Language Development for English Language Learners is designed as a four-hour session. A sample agenda appears below. Adjust start and end times and breaks as needed before you duplicate the agenda, which should be distributed to participants.

Sample Agenda

8:00 – 8:30	**Registration; Materials Distribution**	
8:30 – 9:00	Part 1: Introduction and Demographics	Slides 1 - 19
9:00 – 9:30	Part 2: Language Development	Slides 20 - 32
9:30 – 10:05	Part 3: Assessment	Slides 33 - 39
10:05 – 10:20	Break	
10:20 – 10:45	Part 4: Vocabulary	Slides 40 - 47
10:45 – 11:45	Part 5: Academic Language	Slides 48 - 65
11:45 – 12:00	Evaluation of the professional development	Slide 66

Other options for using *Language Development for English Language Learners* include:

- Use the materials as a study group tool with other ELL professionals. Move through this Facilitator's Guide using the natural breaks in content at each component for meetings.
- Read the information and complete the activities which extend and reinforce the information as a self study.

Preparing to Deliver a Professional Development Program

This program follows the National Staff Development Standards for quality professional development. Strategies are research-based and honor adult learning. Activities provide essential practice and processing time for the concepts covered. Discussion among the participants can facilitate a learning community. The suggested resources provide further background knowledge.

Professional development represents an investment of time and resources. This Guide has been developed to assist you in delivering the greatest return on your participants' investment. *It is important to implement this program as designed to generate its full benefit.*

Use the handouts and supports to prepare and plan your delivery of this information. All materials are also available on the Center on Instruction website at www.centeroninstruction.org. In planning this professional development, you should model collaboration by identifying individuals with talents to accomplish the tasks listed below.

The tables below can help plan for the necessary assistance, equipment, materials, and other items to present this professional development. As you plan this professional development program, elaborate on or clarify any items as needed to best meet the needs of participants.

Tasks

Assistance	Person Responsible	By When	Confirm
Planning Committee for *Language Development for English Language Learners* professional development			
Facilities • Lodging • Meeting Room/s			
Registration • Online (need technical support?) • By mail			
Daily Agenda (personalize for your training) • Start and end times • Breaks • Meals			

Equipment

Equipment	Quantity	Purpose	Availability
Laptop Computer	1	Run the PowerPoint	
Large Screen	1	View the PowerPoint	
LCD Projector	1	Display the PowerPoint	
Lavaliere Microphone	1 per presenter	Adequate sound level	

Materials

Materials	Quantity	Availability
Folder or 1″ binder	1 per participant	
Name badges	1 per participant	
Chart paper		
Markers		
Varying sizes of sticky notes		
Pencils		
Activity handouts	1 set per participant	Facilitator's Guide pp. 21–23
References	1 set per participant	Facilitator's Guide pp. 25–28

Before Delivering the Program

1. **Familiarize yourself with the organization of the training and adjust it as needed.** Remember, processing and practice time are essential components to quality professional development. The reference list at the end of this guide contains readings that are highly recommended for facilitators to review before the training.
2. **Duplicate the templates.**
   - Send a letter of introduction to each registered participant.
   - Copy the daily agenda (with time allocations) for participants.
   - Set up the sign up sheet.
   - Store the evaluations that will be passed out at the end of the day.
   - Sign a Certificate of Completion for each participant.
   - Store the follow-up letters for sending after the training is completed.
3. **Secure a convenient location.** The ideal location will have a room large enough to accommodate a group of 24. Placing six participants at each

table, arrange the tables to allow everyone to see the projection screen, conduct table discussions, and use the reading program materials in pairs.

4. **Download the PowerPoint presentation to your personal computer.**
5. **Print the PowerPoint Presentation Notes. (Use the "Print Notes Page" feature.)**
   - The facilitator's script and notes appear below the slides. These notes provide extra information about the key concepts of each slide. This information clarifies the points on each slide. In order for participants to understand the review process thoroughly, it is essential to convey all of the information in the speaker notes. The notes section also contains detailed descriptions of activities and examples.
   - The image of a clock alerts participants to an activity.

6. **Duplicate all materials for participants.** Place participant materials either in folders or three-ring binders. Participant materials include:
   - Three- or six-to-a-page print-outs of PowerPoint slides
   - Handouts for activities
   - Glossary of terms
7. **Duplicate the evaluation form and have signed certificates available.** Participants should complete this form at the end of the day. The presentation's final slide prompts participants to fill out the evaluation form. At the conclusion of the session, distribute signed certificates of completion.
8. **Gather materials and equipment required for the activities.** Place supplies in the center of each table. As participants enter the room, have them sit at the tables in groups of administrators who supervise teachers in the same grade level (i.e., elementary, middle, or high school). This will be helpful when they are asked to participate in activities during the training.
9. **Set up LCD projector and screen.**
10. **Test all equipment before participants arrive. Ensure computer settings allow for full view of PowerPoint slides.**
11. **Set sound levels for comfortable hearing.**

ACTIVITIES AND HANDOUT

Activity 1:
Differences among ELL Groups

Activity 2:
Perspectives on Language Development Instruction

Activity 3:
Vocabulary Instruction

Activity 4:
Knowledge of Academic Language

Handout:
Three Approaches to Academic Literacy Instruction for English Language Learners

Activity 1: Differences among ELL Groups

Directions:

Before showing slide 15, prompt participant to name differences within the ELL population.

Ask participants to turn to the person sitting next to them and share what they think are differences among ELL groups.

This activity should take no more than three minutes.

Activity 2: Perspectives on Language Development Instruction

Think/Pair/Share

Directions:

Spend three minutes individually answering the questions below.

Find a partner and share your responses for three minutes.

As a large group spend four minutes sharing your responses.

(Note: For SEA audiences, only answer questions in column 2. For district level audiences answer questions in both columns 2 and 3.)

Federal Law	State Policy and Support	District Professional Development and Resources
NCLB Title III	What are your SEA's policies on language development instruction?	How does your district provide professional development to teachers on language development instruction?
• Requires teachers to provide ELLs with high quality instruction in language development. • Calls for schools to develop high levels of English language proficiency among ELLs.	How does your SEA support districts in improving language development instruction?	What are the key resources your district offers to support language development instruction?
• Schools must provide instruction that allows ELLs to acquire content-area knowledge while they are developing proficiency in English.	What more could be done at the state level?	What more could be done by the district?

Activity 3: Vocabulary Instruction

State and District Status Charts

Directions:

Working alone, spend a few minutes filling out the charts, recording how each activity is related to vocabulary instruction for English Language Learners. Then discuss your answers with a partner or in a small group.

STATE LEVEL

Activity	Relationship to Vocabulary Instruction for ELLs
Program Approval	Do your state program approval standards contain any direct requirements for teaching vocabulary to ELLs? Do those program approval standards reflect the most current research on vocabulary instruction for ELLs? What process is in place for reviewing your program approval standards to ensure that they reflect and require the most current research-based vocabulary instruction for ELLs?
Teacher Certification	Do your state teacher certification standards contain any direct requirements linked to the teaching of vocabulary to ELLs? Do those teacher certification standards reflect the most current research on vocabulary instruction for ELLs? What process is in place for reviewing your teacher certification standards to ensure that they reflect and require the most current research-based professional learning on vocabulary instruction for ELLs?

(continued)

Activity	Relationship to Vocabulary Instruction for ELLs
Teacher Certification Endorsements	Does your state have any current requirements for teacher certification endorsements for teacher professionals already in the field that ensures that they develop a knowledge base in vocabulary instruction for ELLs? Do those teacher certification endorsements reflect the most current research on vocabulary instruction for ELLs? What process is in place to ensure that the teacher certification endorsements reflect and require the most current research-based professional learning on vocabulary instruction for ELLs?
Teacher Recertification Requirements	Do your state teacher recertification standards contain any direct requirements for teaching vocabulary to ELLs? Do those recertification standards reflect the most current research on vocabulary instruction for ELLs? What process is in place for reviewing your teacher recertification standards to ensure that they reflect and require the most current research-based professional learning on vocabulary instruction for ELLs?
Administrator Certification	Do your state administrator certification standards contain any direct requirements for teaching vocabulary to ELLs? Do those administrator certification standards reflect the most current research on vocabulary instruction for ELLs? What process is in place for reviewing your administrator certification standards to ensure that they reflect and require the most current research-based professional learning on vocabulary instruction for ELLs?

(continued)

Activity	Relationship to Vocabulary Instruction for ELLs
Administrator Certification Endorsements	Does your state have any current requirements for administrator certification endorsements for administrators already in the field that ensure that they develop a knowledge base in vocabulary instruction for ELLs? Do those administrator certification endorsements reflect the most current research on vocabulary instruction for ELLs? What process is in place to ensure that administrator certification endorsements reflect and require the most current research-based professional learning on vocabulary instruction for ELLs?
Administrator Recertification Requirements	Do your state administrator recertification standards contain any direct requirements for teaching vocabulary to ELLs? Do those administrator recertification standards reflect the most current research on vocabulary instruction for ELLs? What process is in place for reviewing your administrator recertification standards to ensure that they reflect and require the most current research-based professional learning on vocabulary instruction for ELLs?
State-sponsored Professional Development	Does your state directly sponsor professional development (PD) opportunities related to vocabulary instruction for ELLs? Does the PD reflect the most current research on effective vocabulary instruction for ELLs? What process is in place to ensure that teachers and administrators have adequate opportunities to participate in research-based professional development in vocabulary instruction for ELLs?

(continued)

Activity	Relationship to Vocabulary Instruction for ELLs
State grant money focused on ELL vocabulary instruction	Does your state provide any grant funds to districts or schools for the purpose of improving vocabulary instruction for ELLs? Is the awarding of those grant funds tied to requirements that the funds promote the use of the most current research base in vocabulary instruction for ELLs? What process is in place to assess spending accountability and the impact on student achievement?

DISTRICT LEVEL

Activity	Relationship to Vocabulary Instruction for ELLs
District Professional Development	Does your district directly sponsor PD opportunities related to vocabulary instruction for ELLs? Does the PD reflect the most current research on effective vocabulary instruction for ELLs? What process is in place to ensure that teachers and administrators have sufficient opportunities to participate in research-based PD in vocabulary instruction for ELLs?
District Resources to Schools: People	What personnel capacity does your district have to advance ELL student achievement in learning vocabulary? What are their roles and responsibilities? What other personnel resources could your district use to advance ELL student achievement in learning vocabulary?
District Resources to Schools: Programs	What program resources does your district have to advance ELL student achievement in learning vocabulary? What specific instructional tasks do the programs support? What other program resources could your district use for this purpose?
District Resources to Schools: Other	What other resources does your district have to advance ELL student achievement in learning vocabulary? To what degree are these other resources effective? What other resources can you identify that would benefit ELL student achievement in learning vocabulary that your district currently does not have?

Activity 4: Knowledge of Academic Language

True/False Quiz

Directions:

Take a few minutes to complete the quiz below. During the presentation answers will become evident. Check for your understanding as you listen.

1. T F Conversational language becomes natural through practice and experience in a comfortable environment.
2. T F Academic language evolves over time with experience and is directly related to the level and quality of instruction one receives.
3. T F Mastery of academic language develops in less time than mastery of conversational language.
4. T F Mastery of academic language is not considered a determinant of academic success for students.
5. T F Conversational language and academic language have different levels of complexity.
6. T F Academic language is easier to learn due to its deeply contextualized nature.
7. T F Conversational vocabulary and the academic vocabulary found in texts are closely aligned.
8. T F Explicit instruction of academic language includes practice recognizing different types of language used in the classroom and outside the classroom.

Activity 4: Knowledge of Academic Language

True/False Quiz

Answer Key

1 TRUE. Conversational language—the skills and vocabulary one retrieves and uses every day—becomes natural through practice and experience in a comfortable environment.

2 TRUE. Academic language evolves with time and experience and has a direct relationship with the level and quality of instruction one receives.

3 FALSE. While ELLs generally develop conversational fluency in English within about two years of exposure to English, academic language fluency can take several years longer (Collier, 1987; Cummins, 1981, 1984; Klesmer, 1994; Hakuta, 2001).

4 FALSE. Mastery of academic language is arguably the most important determinant of academic success for individual students (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006).

5 TRUE. Both have different levels of complexity and sophistication; we must be cautious about assuming that conversational language is less sophisticated or cognitively demanding than academic language.

6 FALSE. Conversational language, the language of the playground and talking with friends, is deeply contextualized, which makes it easier to understand even in a second language. It is embedded within visual cues and gestures and is generally the first set of language skills ELLs develop in English. Academic language, by contrast, is used by teachers and students to acquire new knowledge and skills. Its specific purposes are cognitively demanding and make it more difficult to comprehend. Academic language also lacks the conversational or interlocutor supports that conversational English provides.

7 FALSE. Although many ELLs have well-developed conversational skills, they may lack the specialized language of academic discourse central to school success. They lack the words necessary to read and talk about, as well as to learn, content-area knowledge.

8 TRUE. Knowledge of academic language gives students the ability to access information across the content areas. Students need exposure to and explicit instruction in the elements of academic language and they need to understand how classroom language differs from out-of-classroom language, and when to use each.

Handout: Three Approaches to Academic Literacy Instruction for English Language Learners

Approach	Research Base	Main Elements	Classroom
Cognitive Academic Language Learning Approach (CALLA)	Based on cognitive research: Chamot & O'Malley, 1996	Integrates content-area instruction with explicit instruction in language use and learning strategies Values students' prior knowledge and cultural experiences and relates them to academic learning in a new language and culture Develops language awareness and critical literacy Develops students' abilities to work successfully with others in social contexts Increases motivation for academic learning and confidence	Hands-on, inquiry-based, and cooperative learning Students evaluate own learning and plan how to become more effective and independent learners

(continued)

Approach	Research Base	Main Elements	Classroom
Collaborative Strategic Reading (CSR)	Effective in culturally and linguistically diverse classrooms of struggling readers, ELLs, students with LD, average, and high-achieving students (Klingner, 1997, Klingner & Vaughn, 1998; Klingner, Vaughn & Schumm, 1998; Chang & Shimizu, 1997) Improves reading comprehension, vocabulary, and test scores (Klinger and Vaughn, 1999) Peer interaction provides opportunities to use academic language in meaningful communication about academic content (Cazden, 1998; Richard-Amato & Snow, 1992) Native language discussions to clarify meaning in English-language texts has been found to increase comprehension, and concepts learned transfer to English once students gain English academic language (Cummins, 1984; Diaz, Moll, & Mehan,1986; Hakuta,1990)	Promotes reading comprehension, content learning, and English language acquisition in a cooperative learning context With assistance of teacher and peers, students become increasingly proficient at applying comprehension strategies and constructing knowledge in content-area texts Students have many opportunities to practice their new language skills and use academic language in a directed fashion Teachers note increased student participation in discussion	Students work in small heterogeneous groups to apply four reading strategies to build comprehension: 1. Preview (activate prior knowledge) 2. Click and chunk (monitor comprehension, use strategies to understand) 3. Get the gist (during reading, restate main idea of paragraph or section) 4. Wrap-up (after reading, summarize new information, generate questions) The teacher initially models behavior for the whole group, verbalizing the thinking behind each strategy as he or she reads a sample passage Teacher acts as facilitator, circulating among groups to assist and monitor progress Student groups have two responsibilities: complete the assigned task and ensure other members of group do, too. Each student has an assigned role (roles rotate): leader, chunk expert, gist expert, announcer, encourager

(continued)

Approach	Research Base	Main Elements	Classroom
Sheltered Instruction Model	Based on current knowledge and research-based practices for promoting learning with ELLs (Echevarria, Vogt & Short, 2004) Demonstrated success in improving ELLs' outcomes Uses high-quality strategies to develop ELLs' academic English skills while learning grade-level content Frequently, schools seem to lack a plan for pulling together sound practices (Goldenberg, 2004). The SI Model can enhance instructional coherence by organizing methods and techniques and ensuring that effective practices are implemented and can be quantified	Critical features of high quality instruction for ELLs are embedded in the SI Model's eight components: • Lesson Preparation • Building Background • Comprehensible Input • Strategies • Interaction • Practice/Application • Lesson Delivery, and • Review/Assessment Effective for all grade levels across the content areas Sheltered lesson planning and implementation	

GLOSSARY

Academic Language: The language used in textbooks, in classrooms, and on tests.

Alphabetic Principle: The idea that letters and letter patterns represent the sounds of spoken language.

Language Minority: The term for a child who is exposed to or uses a language other than English in the home.

Language Milestones: Identifiable language skills that can serve as a guide to normal development.

Limited English Proficient (LEP): The legal term used by the federal and state government agencies to identify Language Minority students whose limited command of English prevents meaningful participation in classroom instruction. *Not all* Language Minority students struggle with basic command of English skills; typically only those identified as LEP (or ELL) do.

English Language Learner is often preferred over Limited English Proficient because it highlights accomplishments rather than deficits. It also includes students who have conversational English skills but lack mastery of academic English.

Morphology: The study of the smallest meaningful units of speech (morphemes).

Phonology: The patterns of basic speech units and the accepted rules of pronunciation.

Orthography: Representing a language by written symbols; the study of letters and their sequences in words; spelling.

Pragmatics: The contextually appropriate use of language.

Semantics: The ways in which a language conveys meaning.

Syntax: How individual words and basic meaningful units are combined to create sentences.

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TEMPLATES

Included here are templates for the introduction, orientation, completion, and evaluation of the *Language Development for English Language Learners* professional development session. They should be adapted to meet the needs of the facilitator and participants.

- Letter of Introduction to Participants
- Sample Daily Agenda
- Sign-in Sheet
- Evaluation
- Certificate of Completion
- Follow-up Letter to Participants

Professional Development for Language Development for English Language Learners

Sample Letter of Introduction to Participants

To:

From:

Date:

Welcome. This letter confirms your registration to attend *Language Development for English Language Learners*, a professional development session scheduled for [date to date].

The *Language Development for English Language Learners* session will be held at [location]. The building is located [give landmarks] which you can easily locate on the map [attach a map]. Enter in the front door [describe] and check in at the registration table located [state where].

At the registration table you will be given a name badge which you should wear while you are in the building. After receiving your badge, you will be directed to [state which room] which is located [give directions]. You will be required to sign in each day. A sign-in sheet will be available in the meeting room. For your information, a draft agenda is attached [attach an agenda]. The sessions will begin promptly at [time and time zone]. Lunch is scheduled for one hour. There will be a fifteen minute break each morning and afternoon.

Please feel free to contact me if you have any questions and to preview the *Language Development for English Language Learners* professional development. You may find resources to read before the professional development by visiting www.centeroninstruction.org. I look forward to our time together.

Best wishes,

Enclosures

Professional Development for Language Development for English Language Learners

Sample Daily Agenda

Day 1

8:00 – 8:30	Registration and Materials Distribution
8:30 – 9:00	*Part 1: Introduction and Demographics*
9:00 – 9:30	*Part 2: Language Development*
9:30 – 10:05	*Part 3: Assessment*
10:05 – 10:20	Break
10:20 – 10:45	*Part 4: Vocabulary*
10:45 – 11:45	*Part 5: Academic Language*
11:45 – 12:00	*Evaluation*

Professional Development for Language Development for English Language Learners

Sample Sign-in Sheet

Date: _____

Last Name, First Name **(Please print)**	**Sign In**	**Sign Out**
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Professional Development for Language Development for English Language Learners

Sample Evaluation

Directions: Read each item below and reflect on your professional development experience. Rate each on a scale of 1 to 5:
1=Poor 2=Fair 3=Average 4=Above Average 5=Excellent

1 2 3 4 5 Overall quality of the training

1 2 3 4 5 Overall quality of the materials

1 2 3 4 5 General organization of the training event

1 2 3 4 5 Time allotted to cover topics

1 2 3 4 5 Time allotted for discussion and reflection

1 2 3 4 5 The facilitator's qualifications to conduct the sessions

1 2 3 4 5 The facilitator's explanations of slide content

If you are a technical assistance provider: Has this training prepared you to use the *Language Development for English Language Learners* module with clients?

If you are an educator: Has this training prepared you to use the content of the *Language Development for English Language Learners* module in your work?

If 'NO,' please explain.

Is there information that was not included that you feel would have been beneficial?

Comments/Suggestions:

_____

_____

_____

30

Professional Development for Language Development for English Language Learners

Sample Follow-Up Letter of Introduction to Participants

To:

From:

Date:

Thank you so much for participating in *Language Development for English Language Learners* professional development. In our effort to continuously improve, we ask that you please take a few minutes to answer the following questions. You are welcome to send this back by mail or email your responses to [note email address]. Your input will be most helpful in planning areas of emphasis in the future. If I can be of further assistance please don't hesitate to contact me.

1. How has the information you learned in *Language Development for English Language Learners* professional development influenced your decision-making about instruction for ELLs?
2. How do you or your organization plan to use the information from the *Language Development for English Language Learners* training in future professional development activities?

Best wishes,

CENTER ON INSTRUCTION

LANGUAGE DEVELOPMENT FOR ENGLISH LANGUAGE LEARNERS

Certificate of Completion

_____

Presented to

_____ _____

By ***Date***

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