



# Preparing Teachers to Address the Linguistic and Cultural Needs of English Language Learners for Improved Learning

## Why go this route?

- Because more English Language Learners (ELLs) are entering the United States with limited proficiency in English and gaps in their educational backgrounds.
- Because educators find themselves in need of further training on how to successfully educate ELLs.
- Because bilingual, English as a Second Language (ESL), and mainstream teachers need high quality content-focused professional development in topics pertinent to working with English Language Learners.

## You'll know you've arrived when...

- The school climate and general teaching practices reinforce the principle that students' languages and cultures are resources for further learning.
- Bilingual, English as A Second Language (ESL), and mainstream teachers are culturally responsive, properly prepared, holding all students accountable for learning rigorous and challenging content, and willing to teach ELLs.
- Bilingual, ESL and mainstream teachers understand and incorporate content and English language proficiency standards for ELLs into their daily lessons.

## Construction Zone

Schools interested in preparing teachers to address the linguistic and cultural needs of ELLs need to understand that quality, content-focused professional development requires a lot of planning, time and effort.

## It's about TIME

- Quality professional development is ongoing and data driven.
- A one week "Summer Professional Development Teacher Learning Institute" can be planned to focus on how to best meet the linguistic and cultural needs of ELLs.
- Weekly study group sessions should be scheduled and should last about 1 hour.
- Principals should schedule at least 2 half days to prepare teachers on how to meet the educational needs of ELLs.

## Potential COSTS

- Workshop presenters and/or speakers' fees may range from \$500 - \$3,000 per year.
- Teacher workshop stipends may be required.
- Funding must be identified and allocated accordingly.



## The Process

*A step-by-step guide to developing bilingual, ESL and mainstream teachers to address the linguistic and cultural needs of English language learners.*

**NOTE:** Steps marked with a  are accompanied by one or more inserts, included in this packet.

- 1 Conduct a needs assessment** to identify the types of content-focused professional development needed by teachers during a 12-month period to address the educational needs of English Language Learners. Professional development activities are directly tied to school goals and to the learning needs of ELLs. (See INSERT for Step 1 for ideas.)
  - 2 Develop a Comprehensive School / District Professional Development Plan** that focuses on in-depth content-focused professional development opportunities for teachers who are responsible for the education of English Language Learners. The professional development plan must include on-the-job learning opportunities for teachers dealing with leadership, adapting to change, and how to address the linguistic and culturally diverse needs of ELLs. (See INSERT for Step 2 for ideas.)
  - 3 Create a school / district professional development calendar** that identifies the different topics to be addressed, timelines, dates, and locations. (See INSERT for Step 3 for ideas.)
  - 4 Allocate time** for on-the-job content-focused professional development learning experiences. All professional development experiences must explicitly acknowledge and consider leveraging learning for all ELLs. Time needs to be allotted for all teachers to dialogue, share, and apply the knowledge and strategies gained through professional development efforts. (See INSERT for Step 4 for ideas.)
  - 5 Set up a “Summer Professional Development Learning Institute”** for teachers to study and gain greater on-the-job learning experiences on how to better educate ELLs.
  - 6 Outline a structure for the types of professional development opportunities** that will be made available for Bilingual, ESL, and mainstream teachers participating in content-focused professional development opportunities for educating ELLs. All professional development opportunities need to be continuous and must build on previous successful efforts. (See INSERT for Step 6 for ideas.)
  - 7 Evaluate progress on an on-going basis.** Ask for suggestions for improvement next year. School leaders need to identify meaningful incentives that provide for teacher participation in content-focused professional development experiences.
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## Getting more mileage from preparing teachers to address the linguistic and cultural needs of ELLs

How preparing teachers to address the linguistic and cultural needs of ELLs benefits your school in regard to the following initiatives:

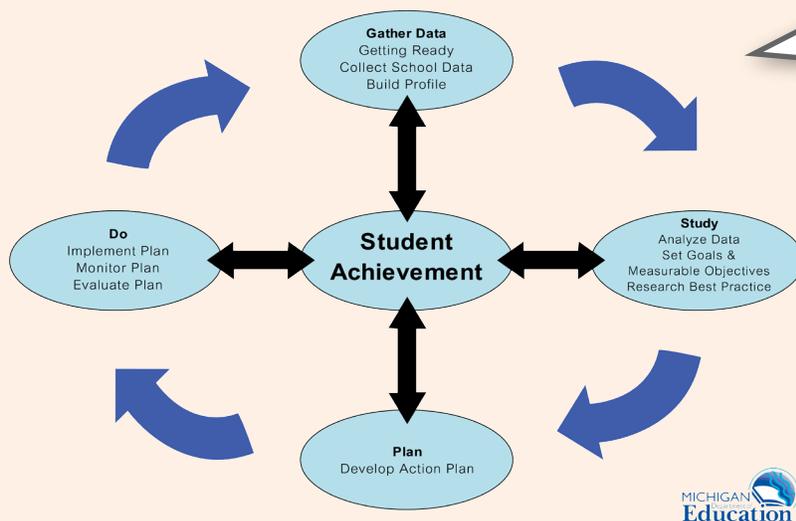
### Elementary and Secondary Education Act (ESEA)

- ESEA includes provisions stating that all teachers in core academic areas must be highly qualified and that newly hired teachers in Title I programs or schools be highly qualified. Content-focused professional learning that is reinforced through on-the-job embedded opportunities is required and highly recommended.

### State Accreditation System

- Use this packet as a systematic way of inviting teachers to explore standards-based research that can positively impact the education of ELLs.

### Michigan Continuous School Improvement Process (Mi-CSI) Michigan School Improvement Framework



Data relating to English Language Learners must be disaggregated and strategies must be included in all aspects of the continuous school improvement process.



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## Resources

### Books, Articles, Websites

#### **Standards-Based Instruction and Assessment for English Language Learners**

Mary Ann Lachat, 2004.

Bridging research to policy and practice implications is critical for teachers responsible for the education of ELLs.

#### **Enhancing Professional Development - A Framework for Teaching**

Charlotte Danielson, 1996.

The proposed framework can be used to design a tool to evaluate teachers effectively.

#### **What Works in Schools**

Robert Marzano. ASCD, 2003.

Translating research into action by exploring school-level factors that impact student achievement.

#### **Making School Improvement Happen with What Works in Schools**

Robert Marzano. ASCD, 2005.

#### **National Staff Development Council**

<http://www.learningforward.org/>

#### **NABE - National Association for Bilingual Education**

<http://www.nabe.org/>

#### **ASCD- Association for Supervision and Curriculum Development**

<http://www.ascd.org/books/>

#### **Center for Applied Linguistics**

<http://www.cal.org/admin/about.html/>

#### **The Office of English Language Acquisition**

<http://www.ed.gov/about/offices/list/oela/index.html/>

#### **Teachers of English to Speakers of Other Languages (TESOL)**

<http://www.tesol.org/index.html#about/>

#### **CSR School Assessment (LAB)**

[http://www.alliance.brown.edu/ae\\_ells.php/](http://www.alliance.brown.edu/ae_ells.php/)

### People

Intermediate School Districts/RESAs can serve as a resource.

#### **For more information, contact:**

Michigan Department of Education

Office of Education Improvement and Innovation  
517-241-3147

School Improvement Unit  
517-373-8480

Curriculum and Instruction Unit  
517-241-4285

Office of Assessment and Accountability  
517-373-0048

Office of Early Childhood and Family Services  
517-241-3592

Office of Field Services  
517-373-3921

Special Populations Unit  
517-373-6066

Office of Professional Preparation and Teacher Certification  
517-373-6505

Office of Special Education and Early Intervention Services  
517-373-9433

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