

Leadership for Language Learners - Achieving Equity through English Language Development Standards

Participant Handouts

MSAN Institute
Madison, WI
April 27, 2016

Dr. Jessica Costa
PD Outreach Specialist
WIDA Consortium at WCER
University of Wisconsin Madison





WIDA values and believes in the assets, contributions, and potential of linguistically diverse students.

SESSION DESCRIPTION

Explore ways to enhance equitable opportunities for English Language Learners in your school(s) and/or district! In order to extend your capacity as an instructional leader of teachers supporting students of different linguistic, racial, and cultural backgrounds, participants will discuss topics related to:

- Academic language connected to State Content Standards,
- Responding to and integrating different student identities into an inclusive learning environment, and
- Reflecting on your school/district's practices that influence language learning opportunities.

The WIDA Can Do Philosophy

Everyone brings valuable resources to the education community. Linguistically and culturally diverse learners, in particular, bring a unique set of assets that have the potential to enrich the experiences of all learners and educators. As these young children and students learn additional languages, educators can draw on these assets for the benefit of both the learners themselves and for everyone in the community. By focusing on what language learners can do, we send a powerful message that students from diverse linguistic, cultural, and experiential backgrounds contribute to the vibrancy of our early childhood programs and K–12 schools.

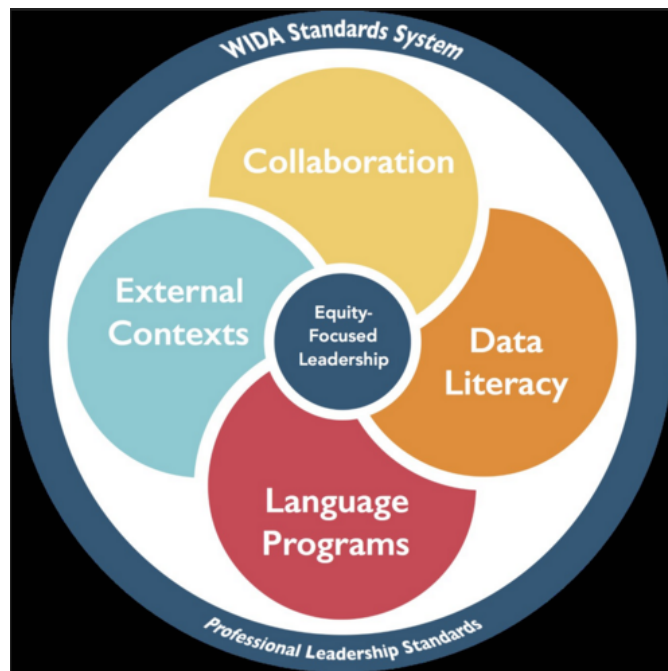
WIDA Believes in Language Learners' Assets, Contributions, and Potential		
Assets	Contributions	Potential
Linguistic	Knowledge of multiple languages, varying representation of ideas, metalinguistic and metacognitive awareness, diverse strategies for language learning	Bi- or multilingual practices, abilities which learners utilize to communicate effectively across multiple contexts, multiple ways of expressing their thinking
Cultural	Different perspectives, practices, beliefs, social norms, ways of thinking	Bi- or multicultural practices as well as unique and varied perspectives, ability to develop relationships in a global society, ability to navigate a variety of sociocultural contexts
Experiential	Varied life and educational experiences, exposure to unique topics, diverse approaches to learning and expressing content knowledge	Enrichment of the school curriculum, extracurricular, and community opportunities, success in school and beyond
Social and Emotional	Personal interests and needs, awareness of/empathy for diverse experiences, knowledge and enrichment of community resources	Ability to form and sustain positive relationships, and broker meaningful interactions among peers and others within and beyond school

The Five English Language Development Standards

The WIDA English Language Development (ELD) Standards represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools.

Standard		Abbreviation
English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional Language
English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	The language of Language Arts
English Language Development Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	The language of Mathematics
English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science	The language of Science
English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies	The language of Social Studies

Leadership for LLs



Professional Standards for Educational Leaders (2015)

Standard 3: Effective educational leaders strive for **equity of educational opportunity** and culturally responsive practices to promote *each* student's academic success and well being.

Standard 4: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, **instruction**, and assessment to promote *each* student's academic success and well being.

Standard 6: Effective educational leaders **develop the capacity and practice of school personnel** to promote *each* student's academic success and well being.

The Features of Academic Language in the WIDA Standards

The Features of Academic Language operate within sociocultural contexts for language use.

Dimension	Performance Criteria	Features
Discourse	Linguistic Complexity <i>(Quantity and variety of oral and written text in communication)</i>	<ul style="list-style-type: none">• Amount of speech/written text• Structure of speech/written text• Density of speech/written text• Coherence and cohesion of ideas• Variety of sentence types to form organized text
Sentence	Language Forms and Conventions <i>(Types, array, and use of language structures in communication)</i>	<ul style="list-style-type: none">• Types and variety of grammatical constructions• Mechanics of sentence types• Fluency of expression• Match language forms to purposes/perspectives• Formulaic and idiomatic expressions
Word/Phrase	Vocabulary Usage <i>(Specificity of word or phrase choice in communication)</i>	<ul style="list-style-type: none">• General, specific, and technical language• Multiple meanings of words and phrases• Nuances and shades of meaning• Collocations and idioms

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the...

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles

ACADEMIC LANGUAGE FUNCTIONS

FUNCTION	EXAMPLE SIGNAL WORDS	EXAMPLE GRAMMATICAL STRUCTURES
<ul style="list-style-type: none"> Identify Cause and Effect Relationships 	Affect, as a consequence, as a result, because, causes, consequently, effect, impact, in the aftermath, in order to, leads to, reaction, response, shift, since, so, therefore, thusled to,factors contributed to the outcome.....,was a result of/caused by.....,impacted, ...makes..., one reason for...., if...then,
<ul style="list-style-type: none"> Compare and Contrast 	Alternatively, although, but, contrary to, conversely, despite, different, equally, even though, however, likewise, on the other hand, opposed to, nevertheless, rather, same, similarly, unlike, while, whereas	Difference/similarity between ...and is, Both and....., havein common, differ in the following ways....., are contradictory ideas....., Neither nor,
<ul style="list-style-type: none"> Sequence Order Arrange 	After, at that time, at the same time, at which point, before, concurrently, cycle, during, first, following that, initially, last, meanwhile, next, previously, prior to, process, progression, simultaneously, some time later, subsequently, then, to begin/start, ultimately, when	In the time between and, the preceding step,at the same time as....., In anticipation....., looking back and reflecting.....,
<ul style="list-style-type: none"> Evaluate Critique 	Assess, criteria, judge, worth, (un) favorable, value	After analysis or inspection....., Considering, Following careful scrutiny, My interpretation is.....
<ul style="list-style-type: none"> Justify Persuade Defend your point of view 	Appeal, support, evidence, for this reason, due to, convince, influence, furthermore, claim, belief, feel, think, urge, persuade, sway, should, must, clearly, ought to, for example/instance, definitely, certainly, perspective, perception	Based on the evidence as seen in, Opponents would argue, The advantages outweigh the disadvantages, The benefits are obvious, The statistics are misleading, the facts suggest that....., I propose that, I would argue that, From my point of view, Another option might be,proves....., current research demonstrates,
<ul style="list-style-type: none"> Classify Sort Categorize 	Attributes, behaviors, belongs, characteristics, fits, features, qualities, traits	I arrangedaccording to, correlates tobased on.....
<ul style="list-style-type: none"> Summarize 	All in all, in conclusion, in summary	To conclude, In short, To summarize
<ul style="list-style-type: none"> Make inferences (infer) Draw conclusions (conclude) 	Estimate, guess, imply/ implies, predict/prediction, speculate, suppose, suspect	In light of, Based onI predict/infer that....., I would imagine that, Giving my best guess
<ul style="list-style-type: none"> Describe Identify 	Adjectives, adverbs, figurative language, is/was	Who is/was the....., that is/was....., prepositional phrases

Modified from Sweetwater District Academic Support Teams, October 2010 (from K. Kinsella). Available online: http://www.tntech.edu/files/teachered/edTPA_Academic-Language-Functions-toolkit.pdf

WIDA Performance Definitions - Speaking and Writing Grades K-12

Within sociocultural contexts for language use...

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 - Reaching Language that meets all criteria through Level 5, Bridging			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...			
Level 5 Bridging	<ul style="list-style-type: none"> Multiple, complex sentences Organized, cohesive, and coherent expression of ideas 	<ul style="list-style-type: none"> A variety of grammatical structures matched to purpose A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language, including content-specific collocations Words and expressions with precise meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Short, expanded, and some complex sentences Organized expression of ideas with emerging cohesion 	<ul style="list-style-type: none"> A variety of grammatical structures Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	<ul style="list-style-type: none"> Short and some expanded sentences with emerging complexity Expanded expression of one idea or emerging expression of multiple related ideas 	<ul style="list-style-type: none"> Repetitive grammatical structures with occasional variation Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content language, including cognates and expressions Words or expressions with multiple meanings used across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Phrases or short sentences Emerging expression of ideas 	<ul style="list-style-type: none"> Formulaic grammatical structures Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Words, phrases, or chunks of language Single words used to represent ideas 	<ul style="list-style-type: none"> Phrase-level grammatical structures Phrasal patterns associated with common social and instructional situations 	<ul style="list-style-type: none"> General content-related words Everyday social, instructional and some content-related words

WIDA Performance Definitions - Listening and Reading Grades K-12

Within sociocultural contexts for processing language...

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 - Reaching Language that meets all criteria through Level 5, Bridging			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...			
Level 5 Bridging	<ul style="list-style-type: none"> Rich descriptive discourse with complex sentences Cohesive and organized related ideas 	<ul style="list-style-type: none"> Compound, complex grammatical constructions (e.g., multiple phrases and clauses) A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language Words and expressions with shades of meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Connected discourse with a variety of sentences Expanded related ideas 	<ul style="list-style-type: none"> A variety of complex grammatical constructions Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words or expressions with multiple meanings across content areas
Level 3 Developing	<ul style="list-style-type: none"> Discourse with a series of extended sentences Related ideas 	<ul style="list-style-type: none"> Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content language, including expressions Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Multiple related simple sentences An idea with details 	<ul style="list-style-type: none"> Compound grammatical constructions Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions, including cognates Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Single statements or questions An idea within words, phrases, or chunks of language 	<ul style="list-style-type: none"> Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) Common social and instructional forms and patterns 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions

Navigating External Contexts	Ensuring a Collaborative Culture
<p data-bbox="191 269 1045 370">“A policy responsive to the school’s dynamic, social, cultural, and political context should partly self-destruct about once a year.” (Corson, 1999)</p> <p data-bbox="191 410 1045 654">The external policy environment imposes complexity and offers a challenge for leaders who would advocate for CLD students and build high-quality educational experiences for these students. Research supports organizing participatory learning that draws students forward through the activation of their interests and identities and emphasizes apprenticeship in the disciplines (Hornberger, 2006; Moschkovich, 2015).</p> <p data-bbox="191 695 1045 1044">School and district leaders have the responsibility of scanning the external contexts for policy shifts, research, regulations, and initiatives in order to interpret them into equitable organizational policy, programs, and practices (Freeman, 2006). A leaders’ role may include filtering out less important policies in order to protect teachers’ time and energy, and selecting which policy signals to amplify within the district requires understanding the criteria by which academic opportunities for language learners are protected, criteria which emerge from the fields of language education, equity, and culturally responsive instruction (Honig, 2006).</p> <p data-bbox="191 1084 1045 1328">Leaders must also untangle the relationships between regulations, policies, and initiatives as they converge within a school community, often creating competing interests for existing resources. Creating equitable solutions requires that leaders establish and support “institutions, regulations, and decision-making systems and practices that ensure the widest possible participation in policymaking by all social, economic, cultural, and linguistic groups” (Tollefson, 2013).</p>	<p data-bbox="1060 269 1929 435">"Leadership for authentic partnerships is the ultimate destination, with authentic partnerships defined as mutually respectful alliances among educators, families, and community groups that value relationship building, dialogue, and power sharing as part of socially just, democratic schools." (Auerbach, 2010)</p> <p data-bbox="1060 475 1929 719">School leaders that foster family engagement recognize the variety of ways that parents engage in and support their children’s education (O'Donnell & Kirkner, 2014). “Parent engagement is about bringing them in, acknowledging that they have something to offer, and then providing the support that they need to become more supportive parents and contributing members of the community” (Auerbach, 2010).</p> <p data-bbox="1060 760 1929 1287">The most effective programs for language learners have emerged from comprehensive schoolwide efforts that involve principals as well as teachers and staff (Suttmiller & González, 2006). Through informed inquiry and collaborative planning, educators take charge of their educational programs (Shaw, 2003) and increase collaboration and shared accountability for language learners (Horowitz, Uro, Price-Baugh, Simon, Uzzell, Lewis, & Casserly, 2009). Effective professional development engages teachers in collaborative planning (Brooks, Adams, & Morita-Mullaney, 2010; Coady, Hamann, Harrington, Packeco, Pho, & Yedlin, 2008; Walquí, 2011) and builds skills in developing students’ academic language in the context of disciplinary practices (Heritage, 2015). Establishing a collaborative culture includes supporting the way knowledge is constructed by students and teachers through meaningful tasks, academic conversations, and joint productive activity (Schleppegrell, 2004; Stritikus, 2006; Walquí, 2000).</p>

Structuring Quality Language Programs

“Students’ development of academic language and academic content knowledge are inter-related processes” (Bailey, 2007; Gee, 2007; WIDA Guiding Principles for Language Development; Zwiers, 2008).

It is important that educators understand that, in addition to any time designated as language instruction, the experiences of language learners throughout the learning day constitute their language program. Language instruction should be integrated into content learning based on academic standards, since students learn language through meaningful use and interaction (Brown, 2007; Garcia & Hamayan, 2006) and at school through explicit attention to discipline-specific patterns of language use (Bailey, 2007; Scheppegrell, 2004). Quality learning experiences engage them in “tasks requiring complex thinking” in which the “linguistic complexity and instructional support match their levels of language proficiency” (WIDA Guiding Principles for Language Development). In addition, students’ evolving bilingualism and use of their home language are essential to their learning process and academic success (Aldana & Mayer, 2014; Francis, Lesaux, & August, 2006).

There are many types of language programs, and language programs should be selected by schools and districts based on the characteristics and needs of students and the resources in the district (Corson, 1999, Office for Civil Rights, 2015). Evaluation of a language program needs to consider the soundness of the education theory on which the program is founded, the fidelity of implementation, and the evidence a district is analyzing to determine the effectiveness of the program (Casteñeda v. Pickard). For example, the trajectory of language development for individual and groups of students is an important consideration when considering program effectiveness.

Applying Principles of Data Literacy

“...Schools must be held accountable for the academic development of all students, but in ways that acknowledge and reward growth over time and define academic achievement appropriately” (Cook, Boals, & Lundberg, 2012).

The equity and educational opportunity that language learners experience is either limited or expanded by decisions based on their assessment data. Educators must understand that students whose language is still emerging may not be able to show their knowledge and skills on test items administered in English until they have had opportunity to learn the content and also to develop the language of the tested content area (Bailey & Butler, 2004; Tsang, Katz, & Stack, 2008). “Fairness demands that ELLs have equitable opportunity to learn (OTL) that upon which they are assessed, especially if those assessments carry significant future consequences” (Herman & Abedi, 2004). In addition, bilingual students may need to be assessed differently in order to capture what they know in both languages (Soltero-González, Escamilla, & Hopewell, 2012).

Schools and educators may be inappropriately sanctioned under accountability systems that are not sensitive enough to distinguish between valid and invalid test results for language learners. Whether or not accountability systems take into account students’ proficiency levels and the time they have spent studying in English (Cook, Linquanti, Chinen, & Jung, 2012), educators need to be able to apply a critical lens to assessment data for language learners when they make decisions about individual students. Using multiple data sources, ensuring that local assessments are supported by appropriate accommodations, and accurately interpreting assessment results will help them make sound decisions related to placement of individual students in educational programs or identification of specific learning needs (Scanlon & Lopez, 2012).



Practices & Perceptions Data Gathering: WIDA Essential Actions

WIDA values and believes in the assets, contributions, and potential of linguistically diverse students.

Fill out this table as a team.		1. What do these actions look like for you as a school /district?	2. Check your top 3 priorities ✓✓✓
Action 1	Capitalize on the resources and experiences that English language learners bring to school to build and enrich their academic language.		
Action 2	Analyze the academic language demands involved in grade-level teaching and learning.		
Action 3	Apply the background knowledge of English language learners, including their language proficiency profiles, in planning differentiated language teaching.		
Action 4	Connect language and content to make learning relevant and meaningful for English language learners.		
Action 5	Focus on the developmental nature of language learning within grade-level curriculum.		
Action 6	Reference content standards and language development standards in planning for language learning.		
Action 7	Design language teaching and learning with attention to the socio-cultural context.		
Action 8	Provide opportunities for all English language learners to engage in higher-order thinking.		



Practices & Perceptions Data Gathering: WIDA Essential Actions

WIDA values and believes in the assets, contributions, and potential of linguistically diverse students.

Fill out this table as a team.		1. What do these actions look like for you as a school /district?	2.Check your top 3 priorities ✓✓✓
Action 9	Create language-rich classroom environments with ample time for language practice and use.		
Action 10	Identify the language needed for functional use in teaching and learning.		
Action 11	Plan for language teaching and learning around discipline-specific topics.		
Action 12	Use instructional supports to help scaffold language learning.		
Action 13	Integrate language domains to provide rich, authentic instruction.		
Action 14	Coordinate and collaborate in planning for language and content teaching and learning.		
Action 15	Share responsibility so that all teachers are language teachers and support one another within communities of practice.		

EXIT SLIP

Thank you for participation in this WIDA presentation. Your feedback is important and will help us design future learning opportunities specifically for educational leaders.

Discuss connections between academic language within the ELD Standards and state content standards.
Discuss ways to respond to and integrate different student identities into an inclusive learning environment.
Reflect on my school/district's practices that influence language learning opportunities.

Please rate the degree to which the activities listed below were effective in helping you to understand your role as an instructional leader of LLs.

Please add comments to explain your rating.

Activity	Very Ineffective	Ineffective	Effective	Very Effective
Connecting English Language Development standards (Academic Language) to state content standards through anchor charts				
Creating an observational tool that reflects attention to sociocultural and academic language development instruction				
Applying your observational tool to videos of teachers focused on simultaneous content and language learning				

WIDA's leadership academy will support the 4 critical elements of equity focused leadership in the following ways: opportunities to reflect on the SIP and next steps, a quick resources kit for leading PD, guiding questions for discussion and observation points, as well as videos from experts, leaders, and classrooms. What else might an educational leader need to support learning about these four focus areas related to supporting LLs?

How should professional learning for educational leaders be different from professional learning for teachers?