English Learners: Every Student Succeeding?

Goal

- To identify options for ensuring equitable instruction for English Learners
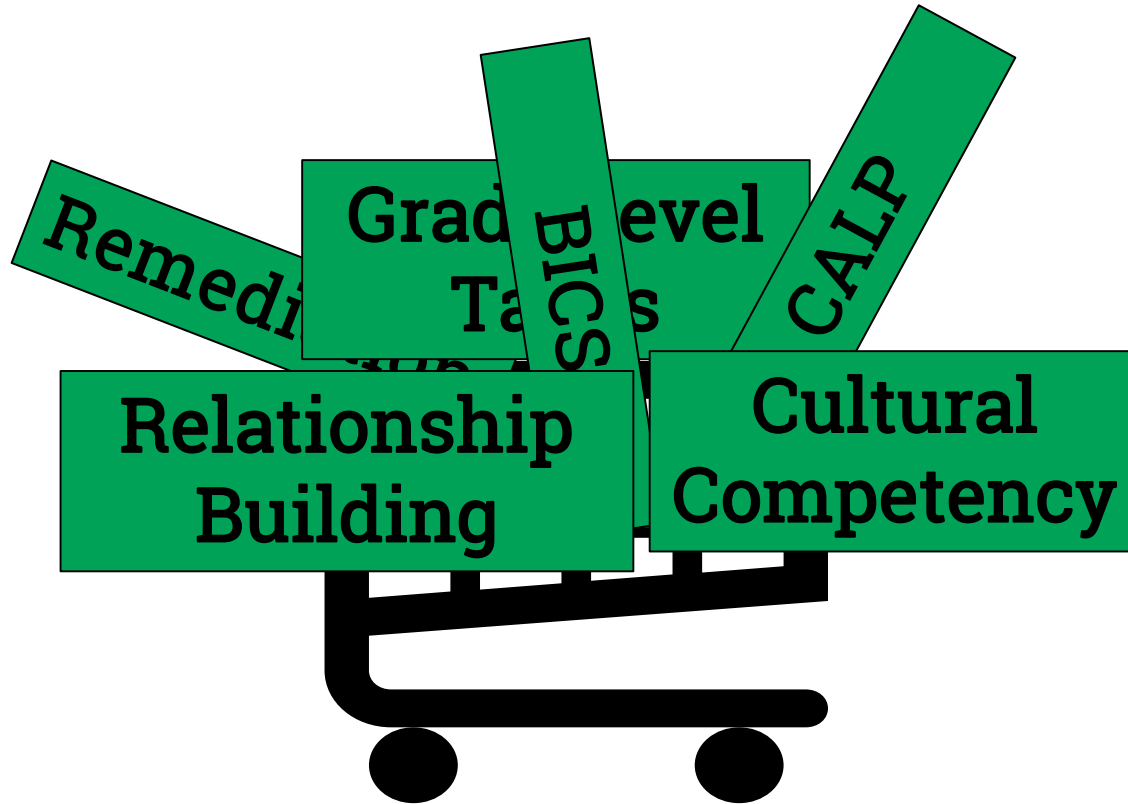
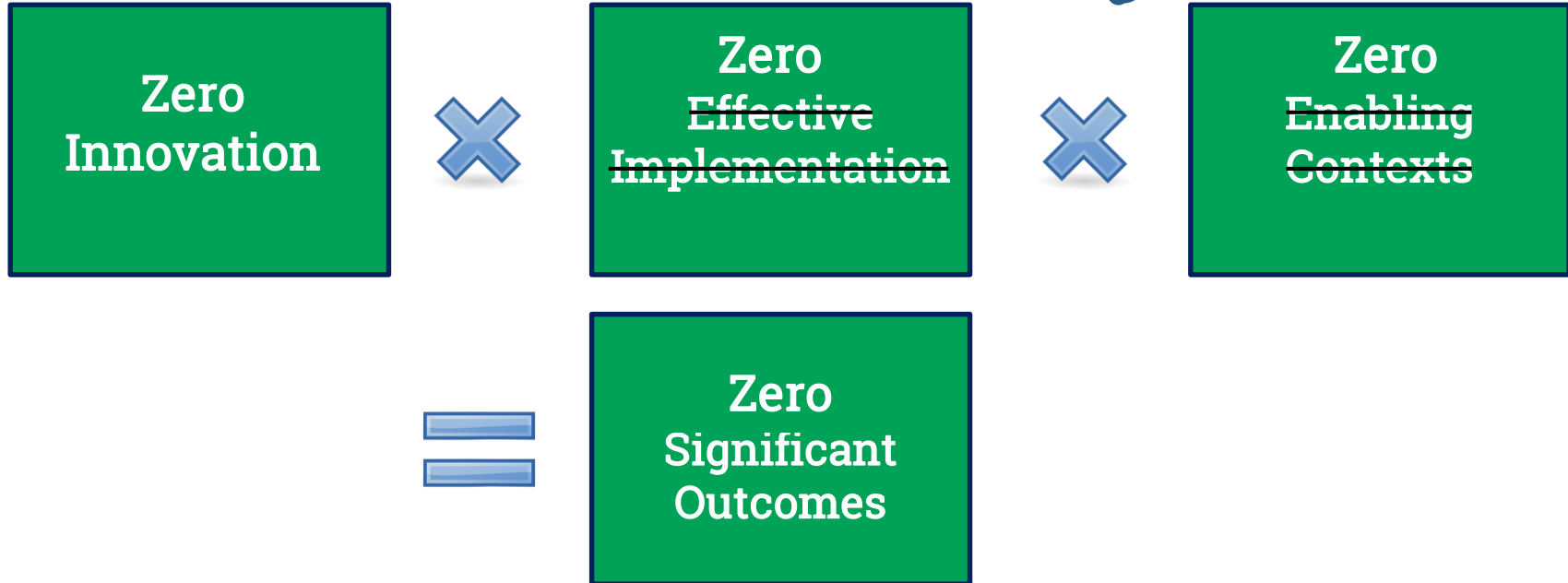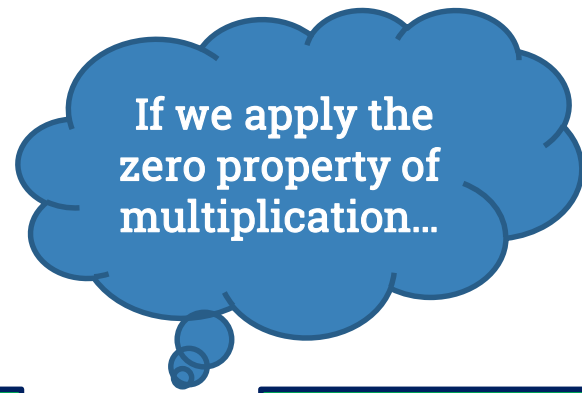**Equality** doesn't mean **Equity**

Where are we leveling our resources?
Can everything go into Tier 1 – core instruction?

"In medicine, if research found new ways to save lives, health care professionals would adopt these methods as quickly as possible, and would change practices, procedures, and systems", (Moats, 1999, p.5).

Let's give our English Learners an *Educational Prescription*

Educational Prescription

Educational Prescription

District/School:

Problem

Total # of English Learners: Long Term Els:

Total # of English as a Second Language Teachers:
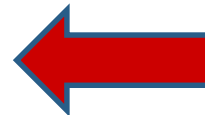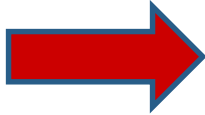
Teachers' Years of Experience

| 0-3 years: | 4-10 years: | 11+ years: |

Total # of Content Area Teachers Trained in Sheltered Instruction:

Main Intervention(s)

Comparison (Main alternative)

Outcomes

The Influence of Student Achievement Data on Teachers' Reported Need for Professional Development on Instructing English Learners

Tomekia Hutchins Watson, Ed.D.
Committee: Theodore S. Kaniuka, Ed.D., Miriam Chitiga, Ph.D., & Jerry D. Jones, Ph.D.

Fayetteville State University, Fayetteville, NC 28301

Abstract

The primary purpose of this quantitative study was to evaluate whether teachers reported a need for professional development on instructing English Learners as a function of the academic performance and distribution of ELs in their respective schools. Information regarding teachers' reported need for professional development was gathered from the 2014 North Carolina Teacher Working Conditions Survey. Structural Equation Modeling was used to analyze the data and determine relationships between variables. Data analysis indicated a statistically significant relationship between the odds ratio of ELs passing the End of Grade tests (EOG) to the number of Non ELs passing, teacher years of experience, and the percentage of ELs enrolled in the school. Findings confirm that the need for professional development is driven by student achievement. This implied that teachers are concerned with the achievement gap between ELs and non-ELs.

Purpose

The purpose of this quantitative study was to investigate whether student achievement for the English Language Learner subgroup impacts teachers' reported need for professional development on instructing English Learners.

There is an observed disparity in student achievement between English Learners and native English speaking students (NCDPI, 2014) and without professional development in this area, teachers feel unprepared to teach EL students (Gálvez, 2013). Phillips' research (2013) demonstrates that teachers believe professional development is valuable in improving pedagogical classroom strategies. Plair's (2013) work demonstrated a viable relationship between improved pedagogical skills and increased student achievement. Together, Pain and Phillips generate the idea of student achievement as a driver for perceived needs of professional development.

Importance of the Study

2014 Graduation Rate by Subgroup
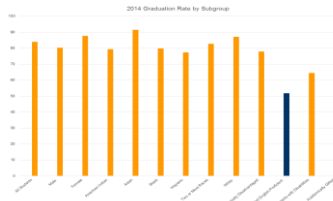
Understanding the professional development needs of teachers is an important part of increasing the graduation rate for English Learners

Research Questions

What is the relationship between school and teacher characteristics and the reported need for professional development on instructing English Learners? That is:

a. Do teachers' reported need for professional development on instructing English Learners differ among school types based on demographic and achievement factors?

b. To what extent does student achievement for the Limited English Proficient subgroup predict teachers' reported need for professional development on instructing English Language Learners?
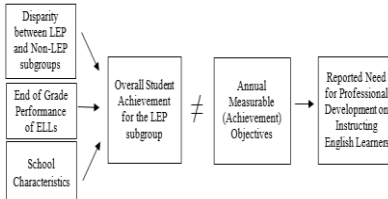
Methods

Figure 1. Diagram of Hypothesized Theory. The hypothesized model of the relationship between school characteristics, student achievement factors, and the reported need for professional development. Adapted from "From a Culture of Isolation to Collegiality: Professional Development Using Evidence of Student Learning to Increase Teacher Efficacy and Student Achievement," by Dr. Marci Shepherd, 2008.
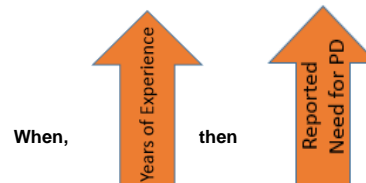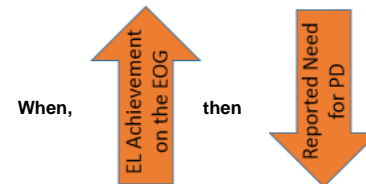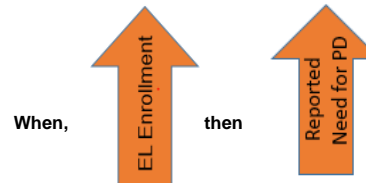
The participants included 293 traditional middle schools with a tested population of ELs enrolled in grades 6-8. The study encompassed 12,820 teachers and 536,468 students. 4.8% of the 536,468 students enrolled in these schools were classified as English Learners.

Regression Results from the Structural Equation Model

Variable	N	Mean	Std. Dev.	Min	Max
Dependent					
PD	292	.47	.13	.00	.81
Independent					
OR_LEP_PASS	292	.19	.16	.015	1.64
Poverty	292	.59	.20	.03	1
TEd10	290	.22	.10	.02	.67
TE13	290	.31	.08	.11	.53
TE11+	290	.47	.12	.12	.75
AMOR	292	1.57	.71	1	3
AMOS	292	1.61	.77	1	3
AMOM	281	1.17	.55	1	3
EVAAS_Exceed	291	.16	.48	0	1
EVAAS_Met	291	.33	.47	0	1
EVAAS_NMet	291	.31	.46	0	1
pct_el	292	.05	.05	.00	.41

Results

Results for Question 1a

When, [EL Enrollment ↑] then [Reported Need for PD ↑]

When, [EL Achievement on the EOG ↑] then [Reported Need for PD ↓]

When, [Years of Experience ↑] then [Reported Need for PD ↑]

Results for Question 1b

Therefore, EL performance on the end of grade test is a predictor for teachers' reported need for professional development.

Implications for the State

These results can support the economic and social well being for the state by:

- evoking changes in professional requirements for teachers instructing English Learners
- informing decisions about professional development offerings
- guiding teacher placement in relation to other school characteristics
- allocating sufficient funding for:
  (a) effective professional development sessions/conferences,
  (b) academic resources and materials, and/or
  (c) the appropriate number of bilingual or ESL teachers

UNCFSU's Research Mission

Ensuring English Learners are equipped with the knowledge and skills necessary for college and/or careers will support economic development—an element of the research mission at Fayetteville State University.

Select References

Gálvez, H. (2013). *Professional development experiences of ELL teachers: A mixed methods study* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 3605246)

Phillips, J. (2013). *Why should I go? Florida teachers' perceptions of value in ELL professional development* (Doctoral dissertation). Retrieved from ProQuest Dissertation and Theses database. (UMI No. 3612480)

Plair, C. J. (2013). *Teacher attitudes and perceptions of the influence of professional development on minority student academic achievement in reading* (Doctoral dissertation). Retrieved from ProQuest Dissertation and Theses database. (UMI No. 3610551)

North Carolina Department of Public Instruction. (2014). *Disaggregated performance data for 2013-2014* [Data file & code book]. Retrieved from http://www.dpi.state.nc.us/accountability/reporting/leaperformancearchive/

Contact Information

Tomekia Watson   info@highyieldinnovations.com

Key Elements of Our Educational Prescription for Schools Enrolling English Learners

01 | Teachers' Years of Experience

02 | EL Enrollment

03 | Teacher Placement

04 | Professional Development Plan
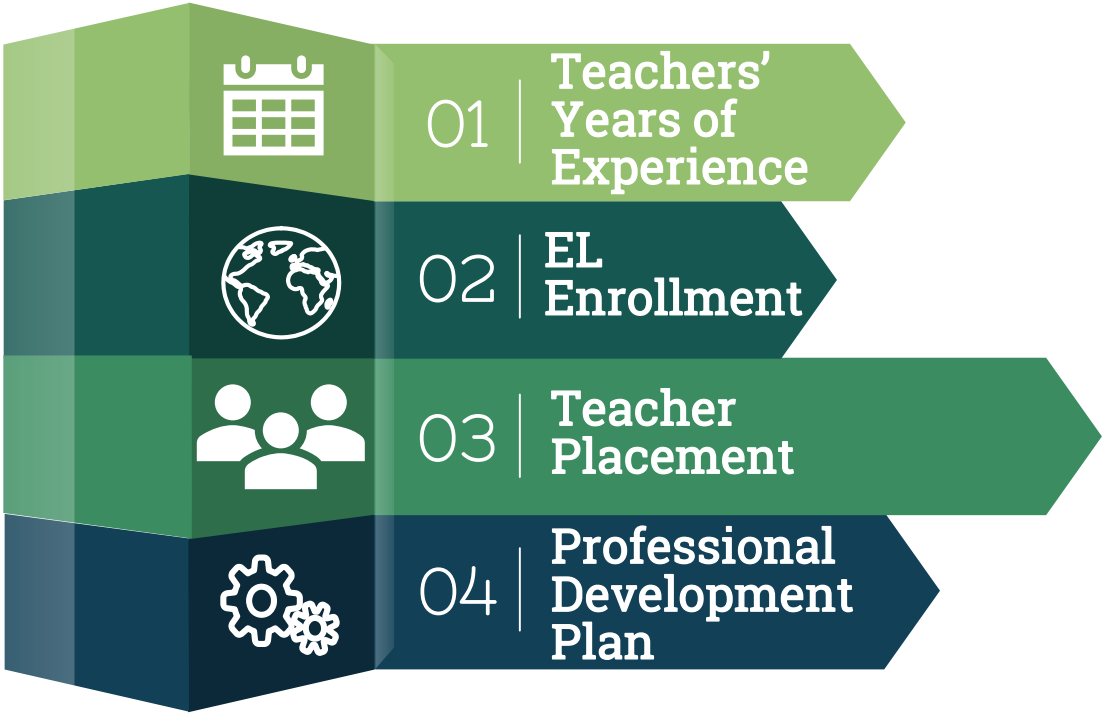
Most novice teachers are not as proficient in curriculum building, delivering instruction, assessing students, or managing their classroom as veteran teachers (Bozack, 2008).
How can I use this information in my school(s)?

Educational Prescription

State/District: Ficticious District

Problem

ESSA will now report a grade for the English Learner subgroup

	# Newcomers: 7,106
Total # of English Learners: 21,534 (13.1%)	# Long Term ELs: 5,590

Total # of English as a Second Language Teachers: 359

Teachers' Years of Experience

0-3 years: 28%   4-10 years: 33%   11+ years: 39%

Schools with the Highest EL Population (School Code)

755 310 132 619 419 143 147 016 409 543 278 281 064   312
668 886 349 311 131 612 890 553 410 510 139 790 890   267

Main Intervention(s)

Strategic Placement of Teachers for ESL Instruction

Comparison (Main alternative)

Revising the requirements of initally licensed content teachers

Outcomes

English language proficiency will improve district-wide

Necessary Follow Up Training/Professional Development:

Principal Meetings/Teacher Accreditation /Cultural Awareness

Educational Prescription

District/School: Your School

Problem

ESSA will now report a grade for the English Learner subgroup

	# of Newcomers: 37
Total # of English Learners: 112 (9.5%)	# of Long Term ELs: 29

Total # of English as a Second Language Teachers: 1.5

Teachers' Years of Experience

0-3 years: 42%   4-10 years: 36%   11+ years: 22%

Total # of Content Area Teachers Trained in Sheltered
Instruction: 4 (in addition to ESL teachers)

Main Intervention(s)

Careful Budgeting and Planning for Englsh Learner PD

Comparison (Main alternative)

Investing in only conferences and resource guides

Outcomes

Students will meet the measurements of interim progress
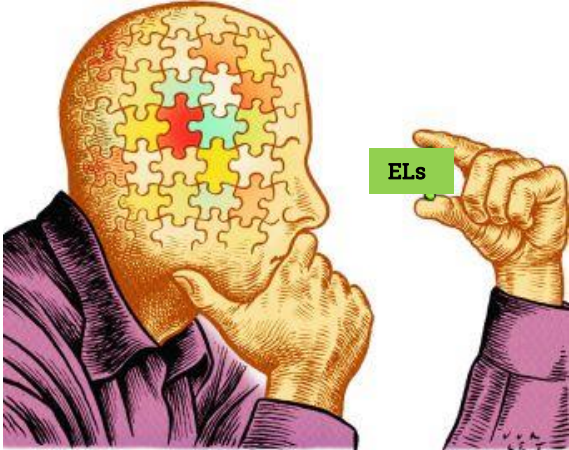
Necessary Follow Up Training/Professional Development:

Finance/Cultural Awareness/ Sheltered Instruction/Co-Teaching

EL Enrollment

The Agenda

1. ELs
2.
3.

THINK

THINK

ELs

Educational Prescription

State/District: Ficticious District

Problem

ESSA will now report a grade for the English Learner subgroup

Newcomers: 7,106

Total # of English Learners: 21,534 (13.1%)   # Long Term ELs: 5,590

Total # of English as a Second Language Teachers: 359

Teachers' Years of Experience

0-3 years: 28%   4-10 years: 33%   11+ years: 39%

Schools with the Highest EL Population (School Code)

755 310 132 619 419 143 147 016 409 543 278 281 064   312
668 886 349 311 131 612 890 553 410 510 139 790 890   267

Main Intervention(s)

Strategic Placement of Teachers for ESL Instruction

Comparison (Main alternative)

Revising the requirements of initally licensed content teachers

Outcomes

English language proficiency will improve district-wide

Necessary Follow Up Training/Professional Development:

Principal Meetings/Teacher Accreditation /Cultural Awareness

Educational Prescription

District/School: Your School

Problem

ESSA will now report a grade for the English Learner subgroup

# of Newcomers: 37

Total # of English Learners: 112 (9.5%)   # of Long Term ELs: 29

Total # of English as a Second Language Teachers: 1.5

Teachers' Years of Experience

0-3 years: 42%   4-10 years: 36%   11+ years: 22%

Total # of Content Area Teachers Trained in Sheltered Instruction: 4 (in addition to ESL teachers)

Main Intervention(s)

Careful Budgeting and Planning for Englsh Learner PD

Comparison (Main alternative)

Investing in only conferences and resource guides

Outcomes

Students will meet the measurements of interim progress

Necessary Follow Up Training/Professional Development:

Finance/Cultural Awareness/ Sheltered Instruction/Co-Teaching

Teacher Placement

Educational Prescription

State/District: Ficticious District

Problem
ESSA will now report a grade for the English Learner subgroup

Newcomers: 7,106
Total # of English Learners: 21,534 (13.1%)   # Long Term ELs: 5,590

Total # of English as a Second Language Teachers: 359

Teachers' Years of Experience
0-3 years: 28%   4-10 years: 33%   11+ years: 39%

Schools with the Highest EL Population (School Code)
755 310 132 619 419 143 147 016 409 543 278 281 064   312
668 886 349 311 131 612 890 553 410 510 139 790 890   267

Main Intervention(s)
Strategic Placement of Teachers for ESL Instruction

Comparison (Main alternative)
Revising the requirements of initally licensed content teachers

Outcomes
English language proficiency will improve district-wide

Necessary Follow Up Training/Professional Development:
Principal Meetings/Teacher Accreditation /Cultural Awareness

Educational Prescription

District/School: Your School

Problem
ESSA will now report a grade for the English Learner subgroup

# of Newcomers: 37
Total # of English Learners: 112 (9.5%)   # of Long Term ELs: 29

Total # of English as a Second Language Teachers: 1.5

Teachers' Years of Experience
0-3 years: 42%   4-10 years: 36%   11+ years: 22%

Total # of Content Area Teachers Trained in Sheltered Instruction: 4 (in addition to ESL teachers)

Main Intervention(s)
Careful Budgeting and Planning for Englsh Learner PD

Comparison (Main alternative)
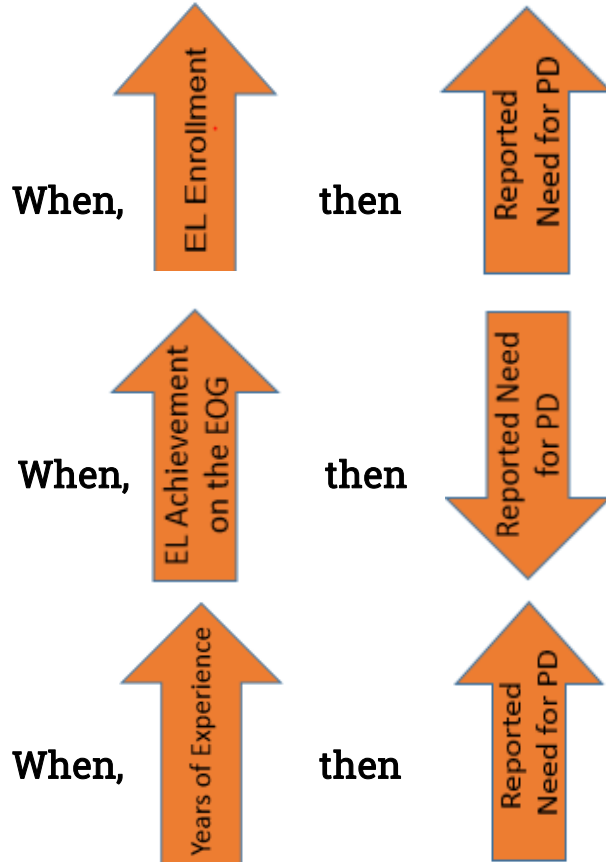Investing in only conferences and resource guides

Outcomes
Students will meet the measurements of interim progress

Necessary Follow Up Training/Professional Development:
Finance/Cultural Awareness/ Sheltered Instruction/Co-Teaching

Professional Development

When, EL Enrollment ↑ then Reported Need for PD ↑

When, EL Achievement on the EOG ↑ then Reported Need for PD ↓

When, Years of Experience ↑ then Reported Need for PD ↑

Teachers are concerned about the well being of their EL students, but they want PD that is specific in addressing site-based concerns and useful in improving efficacy for students and staff.

- Appropriate Academic Resources/Materials

- Self-selected and/or need-based trainings, workshops, and conferences

Rx Educational Prescription

State/District: Ficticious District

Problem

ESSA will now report a grade for the English Learner subgroup

Total # of English Learners: 21,534 (13.1%)

 # Newcomers: 7,106
 # Long Term ELs: 5,590

Total # of English as a Second Language Teachers: 359

Teachers' Years of Experience

0-3 years: 28%   4-10 years: 33%   11+ years: 39%

Schools with the Highest EL Population (School Code)

755 310 132 619 419 143 147 016 409 543 278 281 064   312
668 886 349 311 131 612 890 553 410 510 139 790 890   267

Main Intervention(s)

Strategic Placement of Teachers for ESL Instruction

Comparison (Main alternative)

Revising the requirements of initally licensed content teachers

Outcomes

English language proficiency will improve district-wide

Necessary Follow Up Training/Professional Development:

Principal Meetings/Teacher Accreditation /Cultural Awareness

Rx Educational Prescription

District/School: Your School

Problem

ESSA will now report a grade for the English Learner subgroup

Total # of English Learners: 112 (9.5%)

# of Newcomers: 37
# of Long Term ELs: 29

Total # of English as a Second Language Teachers: 1.5

Teachers' Years of Experience

0-3 years: 42%   4-10 years: 36%   11+ years: 22%

Total # of Content Area Teachers Trained in Sheltered Instruction: 4 (in addition to ESL teachers)

Main Intervention(s)

Careful Budgeting and Planning for Englsh Learner PD

Comparison (Main alternative)

Investing in only conferences and resource guides

Outcomes

Students will meet the measurements of interim progress

Necessary Follow Up Training/Professional Development:

Finance/Cultural Awareness/ Sheltered Instruction/Co-Teaching

Other Points of Consideration

Date and place to present findings: _____
Presentation will cover:
1. Application to the area of concern
2. Appraisal of the validity of supporting evidence
3. Appraisal of the importance of the results
4. Subsequent Actions Needed
5. Evaluation of the Process
6. Preventive Measures

(Modified from http://www.cebm.utoronto.ca/practise/formulate/eduprescript.htm)

Final Thought

We do not want this to be the reality for our English Learners.

Thank you!

For Questions and Comments, please contact:

tomekia@tawatson.com