



CENTER FOR APPLIED LINGUISTICS PROGRAM EVALUATION REPORT

Phase II: Evaluation of Policies and Practices for
English Learners in District 90

Committee of the Whole - April 5, 2022



Center for Applied Linguistics (CAL)

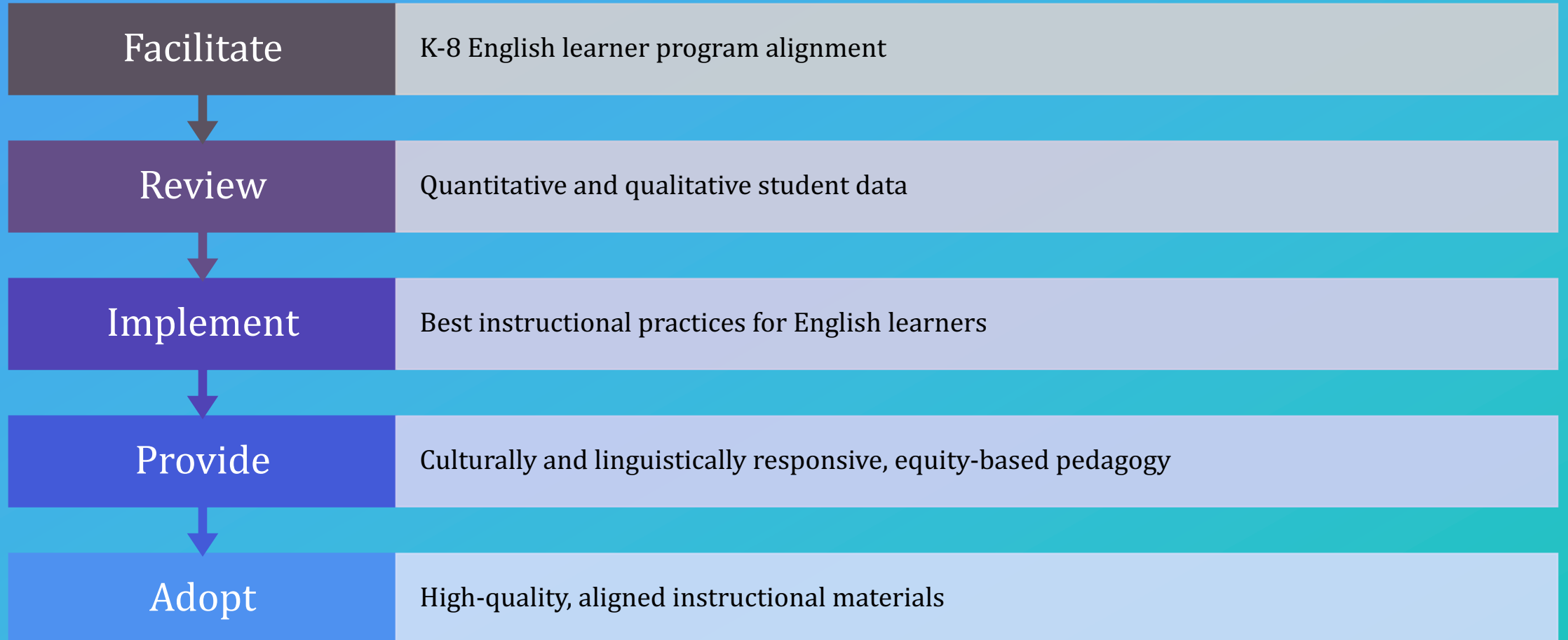


Non-profit organization
dedicated to the study of
language and culture

Recognized for excellence
in understanding effective
instruction of language
learners from a range of
languages and cultures

Provides support with
program
design, instruction,
materials, assessment,
and professional learning

K-8 English Learner Program Review Goals



Scope of Program Evaluation

District-level and School-level English learner services

Identification, placement, exiting, and monitoring

English learner student performance

Special education identification, services, and exiting English learner services

Professional development

Curriculum resources

Family and community

Equity and inclusion



Program Evaluation Methodology



Conducted focus groups with Classroom teachers, EL team, Special Education team members, and Principals



Observed classroom instruction with EL students in all three buildings



Facilitated EL parent focus groups

Six Principles of Effective Instruction for Students Learning a New Language



Learn about, value, and build on

- Learn about, value, and build on the languages, experiences, knowledge, and interests of each student to affirm each students' identity and bridge new learning

Use

- Use multiple tools and sources of information to continually learn about and observe student performance, using the knowledge gained to inform teaching.

Involve

- Involve every student in authentic, challenging, and engaging academic experiences, including tasks that prompt them to use critical thinking skills and that related to their lived experiences

Six Principles of Effective Instruction for Students Learning a New Language (con't)

Plan

- Plan for and develop all four language domains (listening, speaking, reading, and writing) through meaningful, task-based content instruction

Involve

- Involve every student in academic interaction with peers who represent a variety of proficiency levels and with proficient speakers and writers, including the teacher

Scaffold

- Scaffold instruction so that every student is able to participate in academically challenging, grade-level content instruction while developing academic language and literacy.

Summary of Instructional Strengths



Overall high caliber of instruction

D90 students are held to high standards of grade level instruction

Instruction is challenging while suitably demanding

Teachers make considerable effort to link content to interests and experiences

Engagement evident by high levels of student participation in majority of classrooms

Abundance of activities focused on social-emotional well-being of students

Sensitivity to social needs and students who learn differently

Opportunities for Instructional Improvement



Enhance visibility of diverse language and cultures present in the schools

Continuous development of reading, writing, listening skills for EL students through student engagement of oral language development

Explicit focus on language to learn grammatical features of English to build awareness of differences with native language

Provide wait time for EL students to process questions and respond

Provide opportunities to learn and clarify in first language

Recommendations for the Future

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Use outcomes from observation protocol to inform professional development



Ensure teachers and staff understand instructional practices, while essential for EL students, are good for all students



Support and grow number of teachers already meeting to plan for teaching from an equity perspective



Slow down speech when there are English learners at the beginning to intermediate levels of proficiency in class

Building-Level Focus Groups: Strengths

High levels of enthusiasm and appreciation for services students receive from the EL team.

Strong appreciation for the direct support, guidance, and recommendations from EL team partners

Highly collaborative team approach to planning and support between grade level teachers, special education teachers, interventionists, and EL teachers

Building-Level Focus Groups: Recommendations

Maintain

- Maintain EL teacher staffing levels commensurate with the relatively small but very diverse EL student demographics

Ensure

- Ensure opportunities for EL teachers to collaborate with classroom teachers to provide services to EL students they share

Honor

- Honor the expertise of the EL teachers to co-plan and co-deliver instruction for the EL students in push-in scenarios

Parent Focus Groups: Strengths

Very satisfied or satisfied with the EL services their child receives

Satisfied with and proud of the progress their child was making in English

Believe teachers work as a great team to provide services to their child

Feel welcome in their child's school

Encouraged to maintain their native language at home while learning English



Parent Focus Groups: Recommendations

Ensure

- Ensure EL families have the information they need in their preferred language

Update

- Update district website to provide EL program information

Provide

- Provide clear information about entrance and exit criteria for the program

Investigate

- Investigate services of a telephonic interpretation system to enhance communication

Next Steps



Develop action plans to incorporate Phase I and Phase II recommendations



Design professional development for EL Team and Classroom Teachers



Update District website to provide EL program information



Enhance internal reporting systems and routines



Monitor student progress toward English proficiency