Proven Practices vs. Advice?

- USDOE Investing in Innovation (i3)
- $1.4 BILLION in grants
- Hundreds of projects proposed
- 87% of awarded projects failed
- Only 13% have statistically significant positive effects

U.S. Department of Education
OFFICE OF Innovation & Improvement
SEED: Supporting Effective Educator Development Grant Program

Grant Partners

Schools To Watch Network

Project Overview

- 3 year grant
- Two areas of support: Academic Language Development (ALD) and Focused Instructional Math (warm-up)
- Students received both supports
- High quality implementation: coaching and on-going professional development
- Impact: students, school, STW national network, and the middle grade educational community
**Academic Language Development**
- Curricular anchor
- Daily allocation of time
- Teacher trainings (4x per year)
- Ongoing technical coaching (3x per month)
- Instructional routines NOT strategies

**Coaching Process**
- Provide coaching 3x per month
  - Demo lesson
  - Co-plan and co-teach
  - Observation with debrief & goal setting
- Coach mentoring 5x per year
  - Intensive pre- and ongoing training
  - Guided observations and monitoring

**Attributes of Technical Coaching**
- Upfront and ongoing training on instructional routines
- Demonstration lessons focused on routine, teachers use observation tool
- Observation of teachers, coaches use tool
- Debrief and goals set with tool
- Follow-up session scheduled

**Mentoring Coaches**
- Coach-only trainings
- Coaches involved in teacher trainings
- Demo lesson practice & coaching
- Guided observations
- Goals set for teacher support
- Schedules, observations, ongoing feedback
- Shared Google drive
- Goals set/met for teachers using tool

**CURRICULAR ANCHOR**

**Academic Vocabulary Toolkit**
Mastering High-Use Words for Academic Achievement
by Kate Kinsella, Ed.D. & Theresa Hancock

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Contact: hancocktheresa@gmail.com
Vocabulary Knowledge = English Learner School Success

“...Vocabulary knowledge is the single best predictor of second language learners’ academic achievement across subject matter domains.”


Analysis of Writing Prompts

- What does Squeaky’s behavior with her brother reveal about her character?
- What does Squeaky’s behavior with her rival reveal about her character?
- How does Squeaky ultimately demonstrate respect to her rival?
- How does Squeaky demonstrate respect to her brother and in so doing gain greater respect from her peers?

Publisher Recommendations

Rosie, the other girl, always teases Raymond. Squeaky considers going into a store to avoid the girls, but she decides to face them.

“You signing up for the May Day race?” smirks Mary Louise. only it’s not a smile at all. A dumb question like that doesn’t deserve an answer. Besides, there’s just me and Gretchen standing there really, so no use wasting my breath talking to shadows.

“I don’t think you’re going to win this time,” says Rosie, trying to signify with her hands on her hips all shady, completely forgetting that I have whupped her many times for less salt than that.

“Always win cause I’m the best,” I say straight at Gretchen who is, as far as I’m concerned, the only one talking in this ventriloquist-dummy.

Institute of Educational Sciences

WWC Practice Guide

Table 1. Recommendations and corresponding levels of evidence

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Levels of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.</td>
<td>Strong Evidence</td>
</tr>
<tr>
<td>2. Integrate oral and written English language instruction into content area teaching.</td>
<td>Moderate Evidence</td>
</tr>
</tbody>
</table>

Academic Vocabulary Toolkit

Program Materials

- Teacher’s Guide
- Instructional Routine DVD
- Interactive Student Edition
- Academic Interaction Card
- Downloadable Resources

Topic & High-Utility Vocabulary

Publisher’s List:
- signify
- ventriloquist
- periscope
- hang out
- whupped

Academic Vocabulary:
- Concepts: disabled, disability, respect, self-respect
- Topic-Specific Words: peer, sibling, competitive, rival
- High-Utility Academic Words: individual, obtain, admire, demonstrate, gain, reveal

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Contact: hancocktheresa@gmail.com
Why is AVT so Powerful?
Evidence-based Instructional Routine

“When striving readers and academic English learners are placed in learning contexts with viable and recognizable instructional routines and clearly established language targets, they can fully engage and productively interact instead of simply attempt to finish tasks.”

(Kinsella, 2013; August & Shanahan, 2006; Goldberg, 2008)
Partner Discussion Directions

1. Partner A: Discuss your response with your partner. (2x)
   - Read your sentence fluently.
   - Make eye contact and say it with expression.
2. Partner B: Listen attentively & restate the response.
3. Switch roles.
   - Partner A: Listens.
   - Partner B: Discuss.
   - Remember the 4Ls!

If time permits, share a second idea.

Class Discussion Expectations

- Use your public voice to report.
  2x slower, 3x louder
- Use the entire response frame to report.
- Look at and listen attentively to the reporter.
- Listen for similarities and compare ideas.
  - My perspective is similar to ______’s idea.
  - Two distinctive …

Academic Interaction???

- Cloze Starters

The colors of the U.S. flag are red, white, and ________.

Starter vs. Frame

Sentence Starter:

My classmate shows active listening when ________.

- they look at me
- they listen

ALD National Support

Dr. Kate Kinsella, Co-Author
Theresa Hancock Co-Author & Lead Trainer

Lauren Greenberg
Ongoing Training for Teachers and Coaches
Michigan
Illinois

Theresa Hancock
Ongoing Training for Teachers and Coaches
North Carolina
California

Michigan & Illinois

- Stephanie Hayward
  Michigan

- Sonia Perez
  Chicago PS

- Debbie Fitzgerald
  Chicago PS

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Contact: hancocktheresa@gmail.com
North Carolina & California

- Suzy Lambert
  North Carolina
- Cynders O’Hatman
  Former ALD teacher
  California

Randomized Control Trial
Year 2 Sample

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th>Math Students</th>
<th>Reading Students</th>
<th>LA Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>7 Math Teachers 6 ELA Teachers</td>
<td>190</td>
<td>118</td>
<td>158</td>
</tr>
<tr>
<td>Illinois</td>
<td>6 Math Teachers 6 ELA Teachers</td>
<td>122</td>
<td>121</td>
<td>0</td>
</tr>
<tr>
<td>Michigan</td>
<td>6 Math Teachers 6 ELA Teachers</td>
<td>131</td>
<td>131</td>
<td>59</td>
</tr>
<tr>
<td>North Carolina</td>
<td>5 Math Teachers 5 ELA Teachers</td>
<td>54</td>
<td>54</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>46 teachers</td>
<td>503</td>
<td>426</td>
<td>217</td>
</tr>
</tbody>
</table>

Highest Implementations

- Instructional routines implemented with consistency & confidence
- Students with lower negative mindset
- Positive classroom climate
- Lower disruptive behavior

Significant Gains in Reading

NWEA MAP Reading Assessment Growth

<table>
<thead>
<tr>
<th>Reading</th>
<th>Year 1 Cohort</th>
<th>Year 2 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Valid N</td>
<td>Mean</td>
</tr>
<tr>
<td>Reading Fall RIT Scores</td>
<td>500</td>
<td>207.6</td>
</tr>
<tr>
<td>Reading Winter RIT Scores</td>
<td>450</td>
<td>205.7</td>
</tr>
<tr>
<td>Reading Spring RIT Scores</td>
<td>500</td>
<td>210.4</td>
</tr>
</tbody>
</table>

State Gains

NWEA MAP Reading Assessment Growth by State

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Contact: hancocktheresa@gmail.com
Language Usage Gains

NWEA MAP Language Usage* Assessment Growth – Year 2

<table>
<thead>
<tr>
<th>2017-18 NWEA MAP</th>
<th>Count</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Fall RIT Score</td>
<td>217</td>
<td>206.9</td>
<td>10.1</td>
</tr>
<tr>
<td>Language Winter RIT Score</td>
<td>217</td>
<td>209.8</td>
<td>8.8</td>
</tr>
<tr>
<td>Language Spring RIT Score</td>
<td>217</td>
<td>212.3</td>
<td>9.3</td>
</tr>
</tbody>
</table>

Overall, there is a 5.4 point increase from Fall to Spring

* Only schools in CA and MI administered the Language Usage assessment.

Language Usage Gains by State

NWEA MAP Language Arts Assessment Growth by State – Year 2 Cohort

<table>
<thead>
<tr>
<th>2017-18 NWEA MAP</th>
<th>State</th>
<th>Count</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Fall RIT Score</td>
<td>CA</td>
<td>207.3</td>
<td>10.2</td>
<td></td>
</tr>
<tr>
<td>Language Winter RIT Score</td>
<td>MI</td>
<td>206.0</td>
<td>9.9</td>
<td></td>
</tr>
<tr>
<td>Language Spring RIT Score</td>
<td>MI</td>
<td>209.3</td>
<td>7.9</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
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<th>State</th>
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<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Fall RIT Score</td>
<td>CA</td>
<td>210.8</td>
<td>9.1</td>
</tr>
<tr>
<td>Language Winter RIT Score</td>
<td>MI</td>
<td>212.0</td>
<td>9.5</td>
</tr>
<tr>
<td>Language Spring RIT Score</td>
<td>MI</td>
<td>212.3</td>
<td>8.0</td>
</tr>
</tbody>
</table>

5.1 point increase
6.0 point increase

Expert-Level Coaching Matters

Impact Analysis – Year 2 Cohort

Model 1: Estimates of Fixed Effects* (preferred model)

Parameter Estimate Std. Error t-stat Sig. 95% Confidence Interval
Intercept 215.57 4.84E-03 63.79 0.00 213.26 217.88
Intercept2 2.41 0.057 27.26 27.3 0.00 2.16 2.66
Reading Fall RIT score 0.71 0.022 32.97 0.00 0.67 0.75
Reading Winter RIT score 0.16 0.014 12.05 0.124 1.12 1.24
Reading Spring RIT score 0.01 0.001 5.28 0.02 -0.11 0.13
LA, enrolled 6.17 1.61 37.43 0.00 5.32 7.02
LA, excluded 1.85 1.46 1.29 0.204 1.13 2.57
S.A. enrolled 1.71 1.61 1.06 0.288 0.030 3.33
S.A. excluded 0.71 0.022 27.3 0.00 0.67 0.75
LA, enrolled 0.01 0.001 5.28 0.02 -0.11 0.13
LA, excluded 1.85 1.46 1.29 0.204 1.13 2.57
S.A. enrolled 1.71 1.61 1.06 0.288 0.030 3.33
S.A. excluded 0.71 0.022 27.3 0.00 0.67 0.75

Conclusion: On Reading, year 2 cohorts classrooms (p<0.05) did better than year 1 cohort classrooms.

Reading: Statistically Significant Gains

NWEA MAP Reading Scores – by Quartiles at Baseline – Year 2 Cohort

<table>
<thead>
<tr>
<th>Quartiles</th>
<th>Below 25th percentile</th>
<th>25th to 50th percentile</th>
<th>50th to 75th percentile</th>
<th>Above 75th percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Fall RIT scores</td>
<td>90</td>
<td>198.3</td>
<td>184</td>
<td>106</td>
</tr>
<tr>
<td>Reading Winter RIT scores</td>
<td>95</td>
<td>202.6</td>
<td>189</td>
<td>223</td>
</tr>
<tr>
<td>Reading Spring RIT scores</td>
<td>103</td>
<td>211.9</td>
<td>192</td>
<td>234</td>
</tr>
</tbody>
</table>

Conclusion: In reading, students who started very low, improved the most in average.

Language Usage:
Statistically Significant Gains

NWEA MAP Language Usage Scores – by Quartiles at Baseline – Year 2 Cohort

<table>
<thead>
<tr>
<th>Quartiles</th>
<th>Below 25th percentile</th>
<th>25th to 50th percentile</th>
<th>50th to 75th percentile</th>
<th>Above 75th percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Fall RIT Score</td>
<td>47</td>
<td>205.4</td>
<td>260</td>
<td>260</td>
</tr>
<tr>
<td>Language Winter RIT Score</td>
<td>47</td>
<td>208.8</td>
<td>189</td>
<td>210</td>
</tr>
<tr>
<td>Language Spring RIT Score</td>
<td>69</td>
<td>205.5</td>
<td>201</td>
<td>207</td>
</tr>
<tr>
<td>Language Fall RIT Score</td>
<td>59</td>
<td>206.2</td>
<td>177</td>
<td>227</td>
</tr>
<tr>
<td>Language Winter RIT Score</td>
<td>59</td>
<td>206.2</td>
<td>177</td>
<td>227</td>
</tr>
<tr>
<td>Language Spring RIT Score</td>
<td>59</td>
<td>206.2</td>
<td>177</td>
<td>227</td>
</tr>
<tr>
<td>Language Fall RIT Score</td>
<td>58</td>
<td>206.5</td>
<td>208</td>
<td>212</td>
</tr>
<tr>
<td>Language Winter RIT Score</td>
<td>58</td>
<td>206.5</td>
<td>208</td>
<td>212</td>
</tr>
<tr>
<td>Language Spring RIT Score</td>
<td>58</td>
<td>206.5</td>
<td>208</td>
<td>212</td>
</tr>
</tbody>
</table>

Conclusion: In language usage, students who started very low, improved the most in average.

Improve achievement through Integrated Academic Language Development in your schools:

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Theresa Hancock
hancocktheresa@gmail.com
(916) 468-2867

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### Aligned Units across Grade Levels

**Teacher’s Guide**

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td><strong>Unit 2</strong></td>
<td><strong>Unit 3</strong></td>
<td><strong>Unit 4</strong></td>
<td><strong>Unit 5</strong></td>
<td><strong>Unit 6</strong></td>
</tr>
<tr>
<td>Describe</td>
<td>Analyze Informational Text</td>
<td>Cause and Effect</td>
<td>Sequence</td>
<td>Create</td>
<td>Compare and Contrast</td>
</tr>
<tr>
<td>type</td>
<td>important</td>
<td>cause</td>
<td>order</td>
<td>complete</td>
<td>alike</td>
</tr>
<tr>
<td>behavior</td>
<td>topic</td>
<td>effect</td>
<td>next</td>
<td>task</td>
<td>different</td>
</tr>
<tr>
<td>physical</td>
<td>detail</td>
<td>problem</td>
<td>before</td>
<td>prepare</td>
<td>similar</td>
</tr>
<tr>
<td>personality</td>
<td>information</td>
<td>solution</td>
<td>after</td>
<td>provide</td>
<td>difference</td>
</tr>
<tr>
<td>contain</td>
<td>fact</td>
<td>happen</td>
<td>finally</td>
<td>organize</td>
<td>similarity</td>
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<tr>
<td>event</td>
<td>example</td>
<td>change</td>
<td>following</td>
<td>response</td>
<td>opposite</td>
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<tr>
<td><strong>Character</strong></td>
<td><strong>Trait</strong></td>
<td><strong>Focus</strong></td>
<td><strong>Result</strong></td>
<td><strong>Process</strong></td>
<td><strong>Present</strong></td>
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<td><strong>Grade 4</strong></td>
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<td><strong>Grade 2</strong></td>
<td><strong>Grade 1</strong></td>
<td><strong>Grade 0</strong></td>
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<td><strong>Aspect</strong></td>
<td><strong>Quality</strong></td>
<td><strong>Character</strong></td>
<td><strong>Illustrate</strong></td>
<td><strong>Respond</strong></td>
<td><strong>Description</strong></td>
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<tr>
<td><strong>Sentence</strong></td>
<td><strong>Discuss</strong></td>
<td><strong>Context</strong></td>
<td><strong>Excerpt</strong></td>
<td><strong>Concept</strong></td>
<td><strong>Impact</strong></td>
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<tr>
<td><strong>Significant</strong></td>
<td><strong>Section</strong></td>
<td><strong>Impact</strong></td>
<td><strong>Previously</strong></td>
<td><strong>Product</strong></td>
<td><strong>produce</strong></td>
</tr>
<tr>
<td><strong>Section</strong></td>
<td><strong>Impact</strong></td>
<td><strong>Previously</strong></td>
<td><strong>Product</strong></td>
<td><strong>produce</strong></td>
<td><strong>similar</strong></td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td><strong>Comparison</strong></td>
<td><strong>Contrast</strong></td>
<td><strong>Period</strong></td>
<td><strong>Problematic</strong></td>
<td><strong>Unlike</strong></td>
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<tr>
<td><strong>Character</strong></td>
<td><strong>Explanation</strong></td>
<td><strong>Explanation</strong></td>
<td><strong>Response</strong></td>
<td><strong>Unique</strong></td>
<td><strong>Determine</strong></td>
</tr>
<tr>
<td><strong>Character</strong></td>
<td><strong>Explanation</strong></td>
<td><strong>Explanation</strong></td>
<td><strong>Response</strong></td>
<td><strong>Unique</strong></td>
<td><strong>Determine</strong></td>
</tr>
<tr>
<td><strong>Character</strong></td>
<td><strong>Explanation</strong></td>
<td><strong>Explanation</strong></td>
<td><strong>Response</strong></td>
<td><strong>Unique</strong></td>
<td><strong>Determine</strong></td>
</tr>
</tbody>
</table>

*Note: The table above outlines the aligned units across different grade levels, focusing on various aspects of language instruction.*
A Statistically Significant Success Story

Kate Kinsella and Theresa Hancock offer a compelling story about a program that put hundreds of adolescent English learners on the pathway to success.

According to an assessment by the Institute of Education Sciences, only about 13% of the grants awarded under the Investing in Innovation, or i3, program were considered successful (Sparks, 2018). With astonishingly few of the hundreds of programs proposed under this $1.4 billion federal grant program, here is the story of one grant project that truly led to statistically significant positive effects for English learners.

The Magnitude of the Need

English learners (ELs) are the fastest-growing U.S. school population and constitute more than 20% of the total enrollment of California schools (California Language Census, 2017). Unfortunately, many ELs, who have attended U.S. schools for years, are not reaching English language proficiency. It is estimated that between one-quarter and one-half of all ELs who enter the primary grades will become long-term English learners (Olsen, 2014), particularly during middle school. Many adolescent ELs remain at an intermediate level of English proficiency or below (Olsen, 2010) and must cope with the double demands of learning rigorous content in core courses and a second language (Short and Fitzsimmons, 2007), which contributes to ELs only achieving below grade-level academic standards (Olsen, 2010). Furthermore, ELs who are not reclassified are often tracked into lower-level classes and are at a higher risk of not graduating (Kim and Herman, 2009).

A Significant Intervention

After winning one of the coveted Investing in Innovation (i3) development grants in the 2013–14 school year, the California League of Schools (CLS) partnered with Dr. Kate Kinsella and Associates and others to initiate the Families for College program in the Moreno Valley Unified School District (MVUSD). Located 70 miles east of Los Angeles in a high-poverty “urban-fringe” area of Riverside County, the school district had chronically low high school graduation rates and a staggeringly high dropout rate. MVUSD had 83% of students qualify for free or reduced-price meals, and 24% of students classified as ELs (California Department of Education, 2013–14). Prior to the grant, the percentage of English learners in MVUSD who reclassified as English proficient was below 10% by sixth grade and below 5% by eleventh grade.

The Goal and Objectives

The Families for College i3 grant program had an initial goal to raise the reclassification rate from below 5% to an ambitious 35% over three years, before ELs entered high school, to increase their odds of graduation. The major objectives of the program were 1) to significantly improve the academic achievement of high-need English learners in middle school so they can access college preparatory curriculum in high school, and 2) to increase parent participation in the school communities. The five-year program provided a unique combination of rigorous curriculum, extensive professional development for teachers and administrators, family engagement strategies, and mentor support for students. The program served a cohort of 325 English learners and their families from the beginning of sixth grade at six middle schools through the fall of their tenth-grade year at four high schools.

The three largest components of the program were the implementation of targeted academic English instruction using Dr. Kate Kinsella’s English language development curriculum, English 3D; a core set of instructional routines; intensive and ongoing professional development for teachers; and guided support for administrators. These academic resources were concentrated in grades 6–8, with the goal of reclassifying cohort students as “fluent English proficient” by the end of eighth grade in order to better access the high school core curriculum and the pathway to college and career success.

A Rigorous Curricular Anchor: English 3D

A key recommendation from numerous EL studies is the use of appropriate,
intensive, and effective English language development materials to promote access to the core content. In addition, ELs need dedicated time for second-language learning and practice, as content teaching does not ensure that teachers effectively address the multifaceted language skills that students must develop (Gersten and Baker, 2000; Ramirez, 1992; Kinsella 2018). Therefore, the Families for College program adopted the curriculum English 3D for daily use with cohort students. English 3D is specifically designed to equip students with the academic language to discuss, describe, and debate contemporary issues that are compelling to adolescent learners (Kinsella, 2016). Dr. Kinsella developed the program over multiple years through her involvement with adolescent English learners in San Francisco State University’s Step to College Program and through her extensive work providing teacher and administrator training and coaching with upper-elementary and secondary schools. English 3D is a unique language development program designed to ensure proficiency in the “language of school,” the academic language, writing, discourse, and demeanor vital to success in secondary school, college, and career. The daily lessons are driven by highly relevant issue-based informational text sets that serve as conceptual platforms for daily verbal and written academic speaking and listening tasks.

**English 3D is built on eight evidence-based principles for language development (Kinsella, 2016):**

- Language development focused on the needs of long-term English learners
- Utilization of consistent instructional routines
- Explicit teaching of language elements
- Extension of prior knowledge of language and content
- Modeling academic register both verbally and in writing
- Orchestration of peer interactions with clear language targets
- Monitoring language production conscientiously
- Providing timely, productive feedback on verbal and written interactions

**Game Changer: Instructional Routines**

These evidence-based principles are the foundation of English 3D. In particular, the instructional routines orchestrated across each unit are research-informed and classroom-tested by Dr. Kinsella herself, her close associates, and scores of teachers she and her associates have trained and coached over the last two decades. What distinguishes these instructional routines from many teaching strategies is that they are step-by-step sequences of teacher and student actions that are regularly followed to address specific instructional goals (Kinsella, 2018). English 3D includes a set of key instructional routines for vocabulary, academic discussion, writing, and more. Teachers use the recursive, research-informed instructional routines to deliver lessons and maximize student engagement and learning. The daily use of the instructional routines enables students to consistently accomplish lesson tasks, freeing up cognitive space for them to learn new content and master language skills. (For a detailed read about instructional routines, see “Strategies: Harmful or Helpful?” *Language Magazine*, October 2018.)

**Start with the Willing**

Experience from previous projects taught Dr. Kinsella and her associates that to initiate a successful implementation, it is best to start with the willing. The California League of Schools, along with district leaders Superintendent Martinrex Kedziora and English learner director Lilia Villa, invited teachers, students, and families to “apply” for the opportunity to participate in the Families for College program. Everyone who applied was accepted, but participants had to make a commitment to the program. Teachers had to be willing to teach a dedicated ELD class, implement the curriculum, and actively participate in rigorous professional development and in-classroom coaching. Families had to agree to, and students had to be willing to attend, the dedicated ELD class. When it appeared that the dedicated period of ELD might impact students’ ability to take electives, such as band or art, Dr. Kedziora and Ms. Villa willingly intervened and added additional periods to the school day so students would not miss any other classes.

A unique aspect of the Families for College implementation of English 3D was having the author, Dr. Kinsella’s lead associate, directly trained all of the grade-level cohort teachers (grades 6–8) for each of the three years of the English 3D implementation. Each year, teachers participated in ten days of training, classroom coaching, and customized follow-up support sessions. During the trainings, Ms. Hancock extensively modeled lessons and the instructional routines required to successfully implement English 3D. Teachers were also given opportunities to practice each routine with each other in small groups, receiving supportive feedback from Hancock and their peers. As a result, each teacher provided one period of core English language arts, followed by a second designated period of academic language instruction using English 3D. Teachers also worked collaboratively during each of the trainings, at their school sites, and on Edmodo (an online communication tool) with a focus on lesson planning, reflection, and improvement.

In addition to teacher training, school principals also received training by Dr. Kinsella and Theresa Hancock. Dr. Kinsella provided initial trainings for principals designed to equip them with an understanding of the partner and group interactions and key attributes of English 3D and what to look for during
of the cohort students who began the program in the fall of 2018. Subsequently, Theresa guided principals and district leadership during classroom observations. Subsequently, Theresa guided principals and district leadership during observations of cohort classrooms to identify trends and to inform subsequent days of follow-up training for teachers. Principals learned to identify key features of the instructional routines and discussed strategies to further support teachers. As a result, principals identified the need to protect teachers from additional initiatives and demands while they were participating in the program. Finally, to strengthen their understanding of Dr. Kinsella’s work with academic response frames, accountable partner interactions, and whole-class reporting with attentive listening tasks—key attributes of English 3D—principals co-delivered lessons with their teachers in cohort classrooms. Not only did these lessons strengthen each principal’s understanding of the curriculum, but the experience also strengthened their credibility with teachers when conducting observations. Principals overwhelmingly expressed a deeper understanding of Dr. Kinsella’s intentional language-focused instruction as a result of the trainings, guided observations, and lesson delivery.

Key Evaluation Findings

Exceeding Expectations for Reclassification

- Of the cohort students who began the program in the fall of sixth grade (2013) as English learners, 78% (196 of 250) were reclassified as fluent English proficient by the fall of ninth grade (2016); in total, 83% of all cohort students were reclassified as fluent English proficient at the start of their freshman year in high school.

Significant Language Proficiency Gains

- The overall mean score of cohort students on the California English Language Development Test (CELDT) increased by 23.7 points between the fall of 2013 (sixth grade) and 2014 (seventh grade), exceeding mean historical gains made by ELs in the district, county, and state in three of four domains: speaking, reading and writing.

Significant Gains in English Language Arts

The performance of cohort students on state standardized tests in English language arts was significantly greater in seventh and eighth grade (+.36 and +.23 standard deviations) than in pretreatment years.

Engaging ELD Instruction

During focus groups, students reported that using English 3D most improved their ability to speak and write more effectively in English. They indicated that the English 3D daily lessons provided many more opportunities to practice speaking with partners and present ideas to the whole class. Several students commented that their teachers took extra time to help them correct mistakes and use the right grammar. Students said English 3D improved their reading through opportunities to read articles and study new vocabulary words. One student said that, before English 3D, he used to skip words when reading. After he had experienced the program, he joined the debate team in high school.

Cohort teachers interviewed also expressed that, through their English 3D classes, their students became more confident and were more eager to participate. Students were using more academic vocabulary and their writing had improved. Overall, the students became more proficient in listening, speaking, reading, and writing in English. One teacher commented that her EL students had become better writers than her GATE students.

Improvements in English Learner Motivation

Most students said their attitudes toward school had improved because of their experiences in English 3D. They cited their teachers being excited about teaching and caring about student success. Students said that they received far more time to practice speaking in English 3D than they received in any other class. This extra practice time helped students feel less shy and more comfortable speaking English. Students said that without all the practice time, their English would not have improved so much.

Others reported that students’ writing was stronger, with clearer thesis statements and better supporting evidence. Students were beginning to realize how important language skills were to their future careers and were showing an increased interest in going to college. Teachers also reported that their EL students’ attendance had improved compared to other students.
Stronger Teachers = Stronger Students

Teachers also reported that the professional development they received through the program improved classroom instruction. Improvements included an increase in teacher expectations resulting in more rigorous instruction. Teachers were more confident in using academic vocabulary and in implementing instructional routines more consistently. Teachers also incorporated the instructional routines they learned into their other content classes.

Concluding Remarks

Clearly, with English learners as the largest growing population and achievement data showing the increasing demands of college and career readiness in the era of the Every Student Succeeds Act, it is imperative that grant funds and district efforts go toward replicating proven practices where progress has actually been accomplished. This study points out the benefits of supporting teachers with a strong curriculum, instructional routines, and quality professional development. The Families for College program has proven that achieving statistically significant positive effects for English learners is indeed possible.

For more information about the Families for Schools program, please contact Dr. Kate Kinsella’s lead associate, Theresa Hancock (hancocktheresa@gmail.com), or the California League of Schools at www.EnglishLearners.us.

For the ERC Families for College evaluation report, please visit www.ercdata.com.

The project was funded through the U.S. Department of Education’s Investing in Innovation program, grant number U411C120095.

Kate Kinsella, EdD (katek@sfsu.edu), provides consultancy throughout the U.S. to state departments of education, school districts, and publishers on evidence-based instructional principles and practices to accelerate academic English acquisition for language-minority youth. Her numerous publications and instructional programs focus on career and college readiness for academic English learners, with an emphasis on academic interaction, high-utility vocabulary development, informational text reading, and writing across subject areas.

Theresa Hancock (hancocktheresa@gmail.com) works as Dr. Kinsella’s lead associate, providing training and coaching for teachers and principals in districts and schools across the nation. She co-authored the Academic Vocabulary Toolkit (Grades 3–8, National Geographic Learning-Cengage). She has worked on several USDOE grant projects and numerous programs focusing on the academic achievement of English learners through the implementation of Dr. Kinsella’s programs and life-changing instructional routines.

About California League of Schools

California League of Schools has a history of providing exceptional professional growth opportunities to middle-grades teachers and administrators through their statewide conferences and ongoing professional development programs within districts. CLS leads the largest state Schools to Watch program in the nation, with over 100 middle-grades schools identified, has served as the lead agency for three U.S. Department of Education grants, and is a state hub for five U.S. Department of Education grants.

References


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Location
Palm Desert (near Palm Springs)
Conference registration, special hotel room pricing, and all sessions are at the JW Marriott Desert Springs Resort. Call (760) 341-2211 and ask for the California League of Schools special rate: $140, plus taxes and fees.
Housing Deadline: June 24, 2019
The JW Marriott Desert Springs Resort and Spa is located just minutes from Palm Springs, Old Town La Quinta, The Shops on El Paseo, and Joshua Tree National Park. The Marriott features a flamingo island, a serene spa, pools, tennis courts, golf courses, and waterways with gondolas. Palm Springs International Airport and Ontario International Airport are close by.

Conference Rates
Early-bird Rates (June 21, 2019)
$439 Members / $499 Non-members
Regular Rates (after June 21, 2019)
$499 Members / $599 Non-members
To register, visit www.LeagueofSchools.org (credit cards, checks, and purchase orders are accepted online)

Suggested Funding Sources
Apply LCAP Supplemental & Concentration, Title I, and Title III funds to help fulfill your LCAP Stakeholder Engagement goals and specific actions.

QUESTIONS?
Contact us at info@leagueofschools.org or (800) 326-1880.

Meals are not included.
Conference content and schedule are subject to change.
Hotel rooms are limited and available on a first-come, first-served basis. Room rates are available 3 days prior to, and 3 days following the event.
In California, one in five students is an English learner, and districts struggle to support them. Low reading, writing, speaking and listening scores are often the norm, and when the revolving door of strategies fails to produce any results, achievement stalls and initiative fatigue sets in.

We understand. And we know how to help.

Join us for a rich, two-day learning opportunity to equip your team with proven practices and practical tools you can use to reclassify your K-12 English learners. Make this the year you get them on track for college and career excellence!

Benefit from:

- Best practices for Designated ELD
- Instructional routines to implement Integrated ELD across the content areas
- Practical structures and tools to build EL-focused Instructional Leadership

Bring your team to the CLS Summer Institute for planning, learning, and bonding.

We recommend bringing a team that includes district leaders, site leaders, and teachers. Useful roles include superintendents, assistant superintendents of curriculum & instruction, directors of English learners, all instructional coaches, principals, grades K-5 teachers, and grades 6-12 ELD and ELA teachers.

Team planning time will be provided so you can immediately apply your learning to your students’ specific language needs for 2019-20.

Dr. Kate Kinsella, Adjunct Faculty, San Francisco State University, Author of English 3D, READ 180, and the Academic Vocabulary Toolkit, headlines this two-day event:

Day 1: Saturday, July 27
Preparing English Learners for ELPAC Success: Designated ELD

School and district leaders throughout California are worried about how their English learners will perform on the ELPAC. By participating in day 1 sessions, you’ll receive exclusive, intensive training from Dr. Kate Kinsella and her Associates in:

- An evidence-based framework to increase reclassification rates and improve ELA results BEFORE high school, enabling A-G access
- Dedicated session tracks for elementary (K-5) and secondary (6-12) teachers, instructional coaches, and site and district administrators
- Social activities to build team connections and extend your network, plus a special drawing for a private consulting session with Dr. Kinsella
Day 2: Sunday, July 28
Improving Academic Language Learner Performance: Integrated ELD

In the Common Core era, all learners are Academic Language Learners. Join us for day 2 to learn the methods that CLS and Dr. Kate Kinsella and Associates are implementing through a National Professional Development grant to integrate academic English language development to benefit ALL learners.

You and your team will:

- Discover an evidence-based method for improving the reading, writing, speaking, and listening domain capacities of all your students, including English learners and community dialect speakers.
- Experience why teachers love to use this fun, concise, highly interactive, daily instructional routine.
- Choose from dedicated session tracks for elementary (K-5) and secondary (6-12) teachers, instructional coaches, and site and district administrators.
- Capitalize on team planning time to immediately map out how you will integrate your new tools, methods, and knowledge in your classroom, school, or district. Leave the institute with a 2019-20 plan in hand.
- Participate in a special end-of-the-institute raffle!

Featured Presenters

Theresa Hancock, co-author of the Academic Vocabulary Toolkit and Dr. Kate Kinsella’s lead Associate, will present on statistically significant, proven practices for integrated and designated ELD.

Esperanza Arce, director of secondary education at Moreno Valley USD and a former STEAM program founder, middle school principal, and ELA/ELD teacher, will present on STEAM for English Learners.

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