Specialized Literacy Instruction for English Learners

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Objectives

➢ Discuss the importance of specialized literacy instruction for English learners.

➢ Discuss strategies to increase the effectiveness of Title I & Learning Assistance Program (LAP) services for English learners.

➢ Identify your next steps to support ELs.
Specialized Literacy Instruction for ELs
Why is it necessary?

Instruction in the essential elements of reading will have a greater impact on decoding and fluency for ELs than on comprehension.

➤ Focused oral language support is required to develop comprehension for ELs.

(August & Shanahan, 2006; Lesaux, Crosson, Kieffer, & Pierce, 2010)
Specialized Literacy Instruction for ELs
What is it?

Instructional design and collaboration to support ELs through the complexity and increased cognitive load of learning two language registers and becoming proficient readers, writers, listeners, speakers, and critical thinkers in English.
How?

Native Language Scaffolds

• Recognizing student’s *native language skills as assets* to transfer knowledge and skills to English (Escamilla et al., 2013; Rolstad, Mahoney, & Glass, 2005)

• Use of *native language scaffolds* build greater brain density in areas related to language, memory, and attention which *increase comprehension in English* (Moughamian, Rivera, & Francis, 2009)
How?
Changing Core Literacy Instruction

• Explicit instruction in academic language and multiple opportunities to practice content-related discourse in the learning environment (Dutro & Kinsella, 2010; Gottlieb & Ernst-Slavit, 2014)

• Authentic task-based practices to support comprehension and skill transfer (Lightbown & Spada, 2006)
How?
Changing Core Literacy Instruction

• Learning opportunities that integrate language across subject areas (Saunders, et al., 2013)

• Design language and content objectives for each lesson and share with students (Echevarria, Vogt, & Short, 2012)
Turn & Talk

➢ What does specialized literacy instruction for ELs look like in your building or district?
Why does Specialized Literacy Instruction for ELs Matter?
## Title III Required Reporting Data

WAMS under File Downloads > 2017 Administration > 8. Non-Assessment Files > DistrictSD_2017SYT3TBIPRpt

<table>
<thead>
<tr>
<th>EL Status</th>
<th>Met Standard in ELA</th>
<th>Met Standard in Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met All Students</td>
<td>59.1%</td>
<td>47.8%</td>
</tr>
<tr>
<td>Met EL</td>
<td>14.3%</td>
<td>17.4%</td>
</tr>
<tr>
<td>Met Emerging</td>
<td>7.7%</td>
<td>11.0%</td>
</tr>
<tr>
<td>Met Progressing</td>
<td>7.6%</td>
<td>11.7%</td>
</tr>
<tr>
<td>Met Not Exit After 5 Yrs</td>
<td>7.0%</td>
<td>7.4%</td>
</tr>
<tr>
<td>Met Upon Transition (Proficient)</td>
<td>45.5%</td>
<td>43.9%</td>
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<tr>
<td>Met 1 Yr After Transition</td>
<td>58.1%</td>
<td>51.7%</td>
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<td>Met 2 Yrs After Transition</td>
<td>58.9%</td>
<td>50.7%</td>
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<tr>
<td>Met 3 Yrs After Transition</td>
<td>68.2%</td>
<td>55.6%</td>
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<tr>
<td>Met 4 Yrs After Transition</td>
<td>73.8%</td>
<td>58.7%</td>
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</tbody>
</table>
Where does Specialized Literacy Instruction for ELs Matter?

• Core literacy instruction
• Content instruction
• English language development services
• Tiered supports (Title I/LAP/other interventions)
LAP Enrollment by Student Group

http://www.k12.wa.us/LegisGov/Reports.aspx
LAP Growth by Student Group

Figure 11: Acceleration of Growth by Student Group

- Hispanic/Latino
- American Indian/Alaska Native
- EL
- Migrant
State Menus of Best Practices

http://www.k12.wa.us/LAP/
Core Literacy Instruction Tailored for ELs

http://www.k12.wa.us/SSEO/ELAMenuBestPractices.aspx

See pages 102-110

*Specialized Literacy Instruction for ELs*
What are Specialized Literacy Strategies for English Learners?

Read:
*Practice Possibilities (p.102-103) & Implementation Success Factors (p.103-104)*
Turn & Talk

Consider what you read in *Practice Possibilities & Implementation Success Factors* on p. 102-104.

➤ What resonates with you?
What do EL Specialists recommend?

1. LAP should not be a one-size-fits-all program, but rather services should be designed to meet the needs of specific students. Coordinate with the EL specialist to design effective LAP supports for English learners.

2. Consider the full range of options within the Menus of Best Practices to avoid pulling students out multiple times during the day.
What do EL Specialists recommend?

3. Hire literacy and instructional coaches with expertise in English language acquisition or provide professional development to literacy and instructional coaches regarding English language acquisition. Fund additional collaboration time between coaches and the EL specialist (Title III allowable).

4. Support primary language development (e.g., bilingual books in summer book programs).
What do EL Specialists recommend?

5. When students transition from 8th grade to high school, designate someone (e.g., Dean of Students, EL Advocate, Migrant Graduation Specialist) to provide individual support to English learners and Migrant students as they navigate high school. Provide training so that this staff member understands the needs of Migrant students and English learners.
Turn & Talk

- How are you coordinating effective, specialized literacy instruction for English learners across content areas?
  - Core literacy instruction
  - Content instruction
  - English language development services
  - Tiered supports (Title I/LAP/other interventions)

- How can you advocate for changes?
What are your next steps?

Write your next steps down on a post-it note at your table.
Questions?

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