



Designing and Delivering Effective Instruction: How can we best meet the needs of our English Language Learners?

Why go this route?

- Because we want to guarantee the most successful learning environment for our English Language Learners
- Because we want to establish a solid understanding of research based bilingual instructional models
- Because knowing the research will guide us to understand the second language acquisition process
- Because we want to implement the most recent theories and best practices
- Because English Language Learners are most successful when teachers and administrators have high expectations for their learning
- Because we want to be in compliance with State and Federal Requirements

You'll know you've arrived when...

- All staff members can articulate the bilingual instructional model
- There is a shared understanding regarding language and literacy development
- There is a solid understanding of the difference between language acquisition and language learning
- The academic progress and English acquisition of all English Language Learners is measured and is reflected in the data
- Academic data results are interpreted and shared with all stakeholders
- Staff, parents and community are on board and supportive of the comprehensive program

Construction Zone

- This packet is designed to help design and develop the appropriate research based bilingual instructional model for your English Language Learners.



It's about TIME

- Plan to involve all staff in the decision making process.
- Plan for a clear understanding of the various bilingual instructional models.
- Plan specific time lines for preparation, discussion and model implementation.




Potential COSTS

- Securing of experts to facilitate discussions and development of plan could cost \$1,000 - \$5,000 per day per person.
- The purchase of appropriate instructional materials and support staff.
- Stipends and/or compensation for staff if required.



The Process

A step-by-step guide to designing and delivering effective instruction.

NOTE: Steps marked with a  are accompanied by one or more inserts, included in this packet.

1 Familiarize yourself with the various research based bilingual instructional models.

Use INSERT A for Step 1 to review the individual program goals and determine which one best meets the needs of your students. See INSERT B for Step 1 for a glossary of terms for bilingual instructional models.

2 Determine the goals of your program by leading a discussion.

Use INSERT for Step 2 to guide discussion.

3 Create a network of experts in the field.

Use INSERT for Step 3 to review useful organizations and information vital to the success of the program.

4 Develop a proposal.

Consider the following areas at all stages in program design, planning, implementation and evaluation:

- Roles that parents and community play
- Relationship of program and the rest of the school
- Staff selection, competencies and preparation
- State and Federal Requirements for compliance
- Student selection and grouping
- Identification and selection of instructional materials
- Advocacy and program evaluation

Use INSERT A for Step 4 for critical features to include in program design.

Use INSERT B for Step 4 for ELL Program Overview and Compliance Requirements.

5 Present the proposal to the appropriate administrators and stakeholders.

Consider presenting to proposal for buy-in and approval to:

- Parents
- Community
- District Curriculum Council
- Board of Education

6 Phase in the plan.

It is recommended that the program plan be implemented in phases for long term comprehensive programming.



Getting more mileage from designing and delivering a successful English Language Learner instructional program

How designing and implementing the appropriate research-based bilingual instructional model benefits your school in regard to the following initiatives:

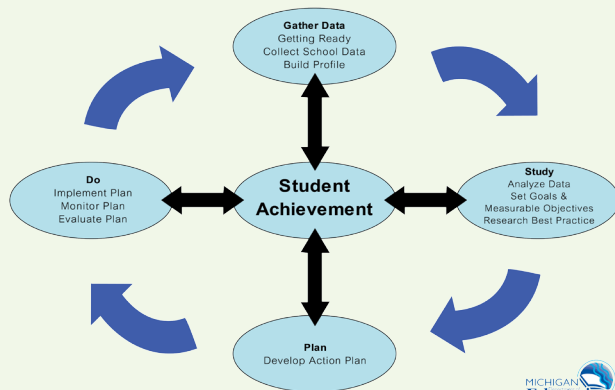
Elementary and Secondary Education Act (ESEA)

- ESEA requires that all students be assessed using high stakes state tests. To insure that all students are prepared for state expectations, each school must develop a program that will guarantee success and demonstrate progress of all learners.
- ESEA requires demonstration of Adequately Yearly Progress and only through careful selection of an instructional model for English Language Learners can a school set high expectations for necessary progress.

State Accreditation System

- Since the school report card reflects the scores of all students, it is critical that an effective program for English Language Learners is designed to meet their educational needs as well as those of all students.

Michigan Continuous School Improvement Process (Mi-CSI) Michigan School Improvement Framework



Data relating to English Language Learners must be disaggregated and strategies must be included in all aspects of the continuous school improvement process.



Resources

Books, Articles, Websites

Dual Language Instruction: A Handbook for Enriched Education

Cloud N., Genesee F., Hamayan E.
Boston, MA: Heinle & Heinle, 2002.

This book provides a comprehensive, theoretical framework and practical guide to implementing, evaluating, administering, and maintaining a successful dual language instruction program.

Closing the Achievement Gap: How to Reach Limited-Formal- Schooling and Long-Term English Learners

Freeman S., Yvonne and David.
Portsmouth, NH: Heinemann, 2002.

This book offers both the research and practice that schools need to develop effective programs to educate struggling older English language learners.

“School Effectiveness for Language Minority Students”

Wayne P. Thomas & Virginia P. Collier.
George Mason University, 1997

<http://www.ncela.gwu.edu/pubs/resource/effectiveness/>

People

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Office of Early Childhood
and Family Services
517-241-3592

Office of Field Services
517-373-3921

Special Populations Unit
517-373-6066

Office of Professional Preparation
and Teacher Certification
517-373-6505

Office of Special Education
and Early Intervention Services
517-373-9433

Associations

CARLA
Center for Advanced Research
on Language Acquisition
University of Minnesota
<http://carla.acad.umn.edu/>

Center for Applied Linguistics
<http://www.cal.org/>

Illinois Resource Center
www.thecenterweb.org/irc

Intercultural Development
Research Association
San Antonio, TX
<http://www.idra.org/>

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