

Interpreting English Language Learner
Instructional Models:
Using Data
to Move Towards a Common Language

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MCREL

Presentation Outline

- Introduction
- Study background
- Observations related to English language learner (ELL) instructional models
- Discussion of why variation in ELL instruction matters
- Audience input, discussion, and feedback
- Concluding remarks

Who We Are

- Nonprofit based in Denver
- Approximately 120 staff members
- 40 years of education research, development, and service
- Home to one of ten Regional Education Laboratories (REL Central), funded through the Institute of Education Sciences

Study Background

- Randomized controlled trial conducted from 2008-2010
 - 53 schools, three states (CO, NE, KS)
 - Teachers and students in grades 2-5
- Impact of curricular materials and professional development on ELL student English language proficiency
 - IDEA Proficiency Test (IPT)

Study Background

- Researchers collected data on the instructional model(s) utilized by each school in the study
 - Online teacher logs
 - Site coordinator surveys
 - Observations
 - Follow-up teacher interview

- Pullout
- Push-in
- Maintenance bilingual
- Developmental bilingual
- Sheltered Instruction



Reported Models

Instructional Model	CO	KS	NE
Sheltered English instruction	X	X	X
Structured English immersion	X		X
Specially designed academic instruction delivered in English (SDAIE)	X	X	
Content-based ESL	X	X	X
Pull-out ESL	X	X	X
Dual language	X	X	X
Two-way immersion	X		X
Transitional bilingual programs (Spanish)	X	X	X
Developmental bilingual	X		
Heritage language	X	X	
Other	X	X	

Source: State Consolidated Reports

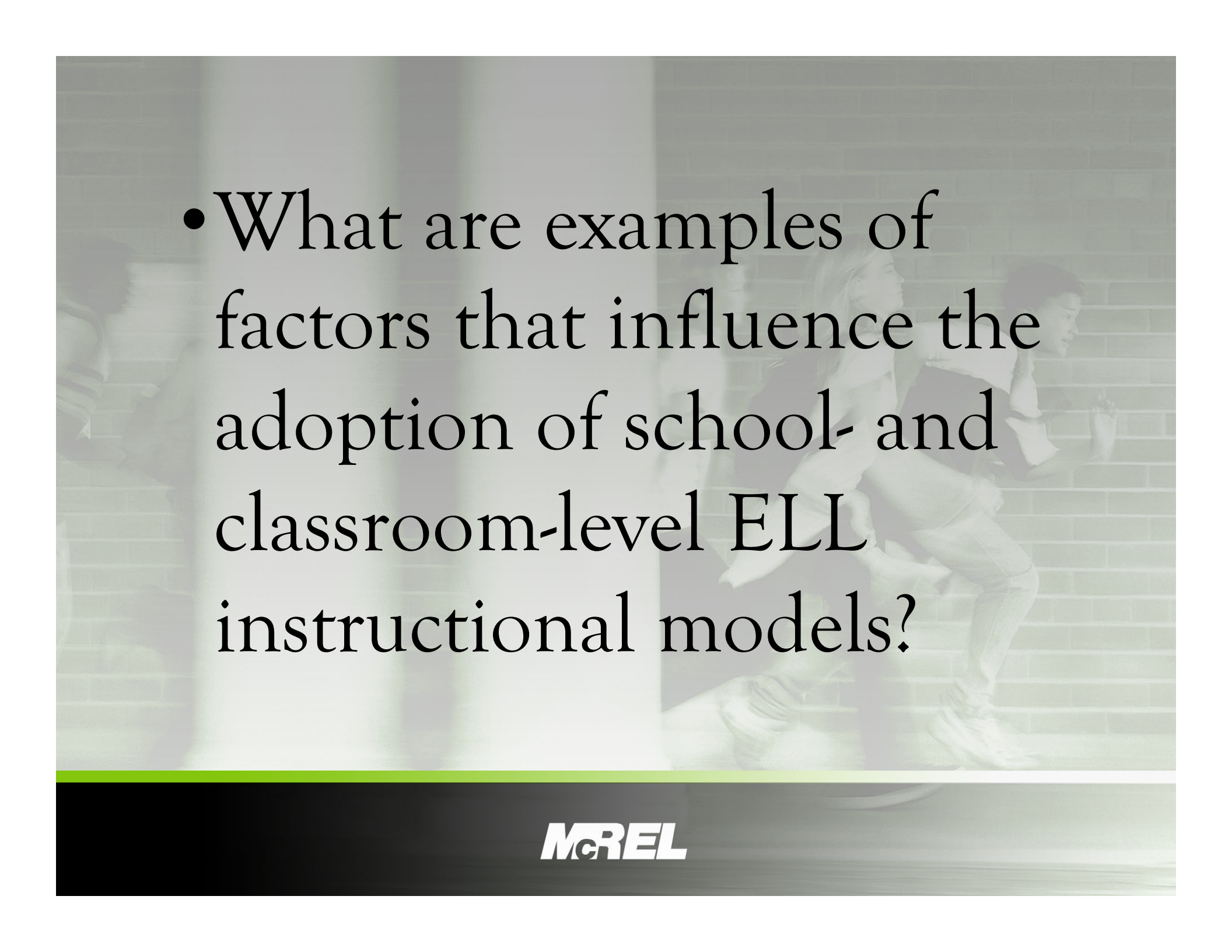
ELL Instructional Models: What We Found

- Models often differed within districts and occasionally within schools
- Researchers noted:
 - Variation in reported and observed models of instruction
 - Reported use of models not identified in State Consolidated Reports

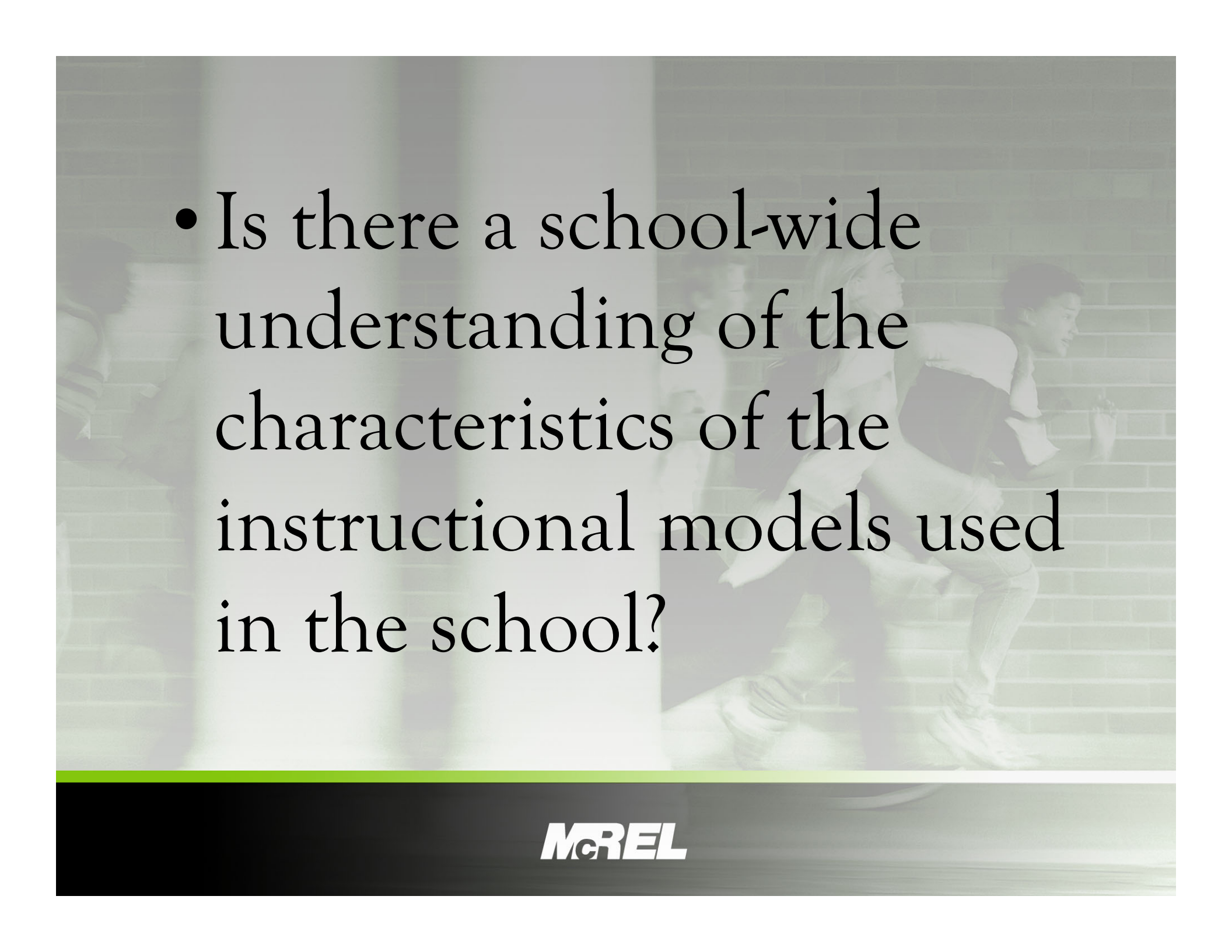
Questions of Import



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- A background image showing a group of students in a school hallway. A girl in the foreground is walking towards the right, carrying a book. Other students are visible in the background, some walking and some standing. The image is slightly faded and has a greenish tint.
- What are examples of factors that influence the adoption of school- and classroom-level ELL instructional models?

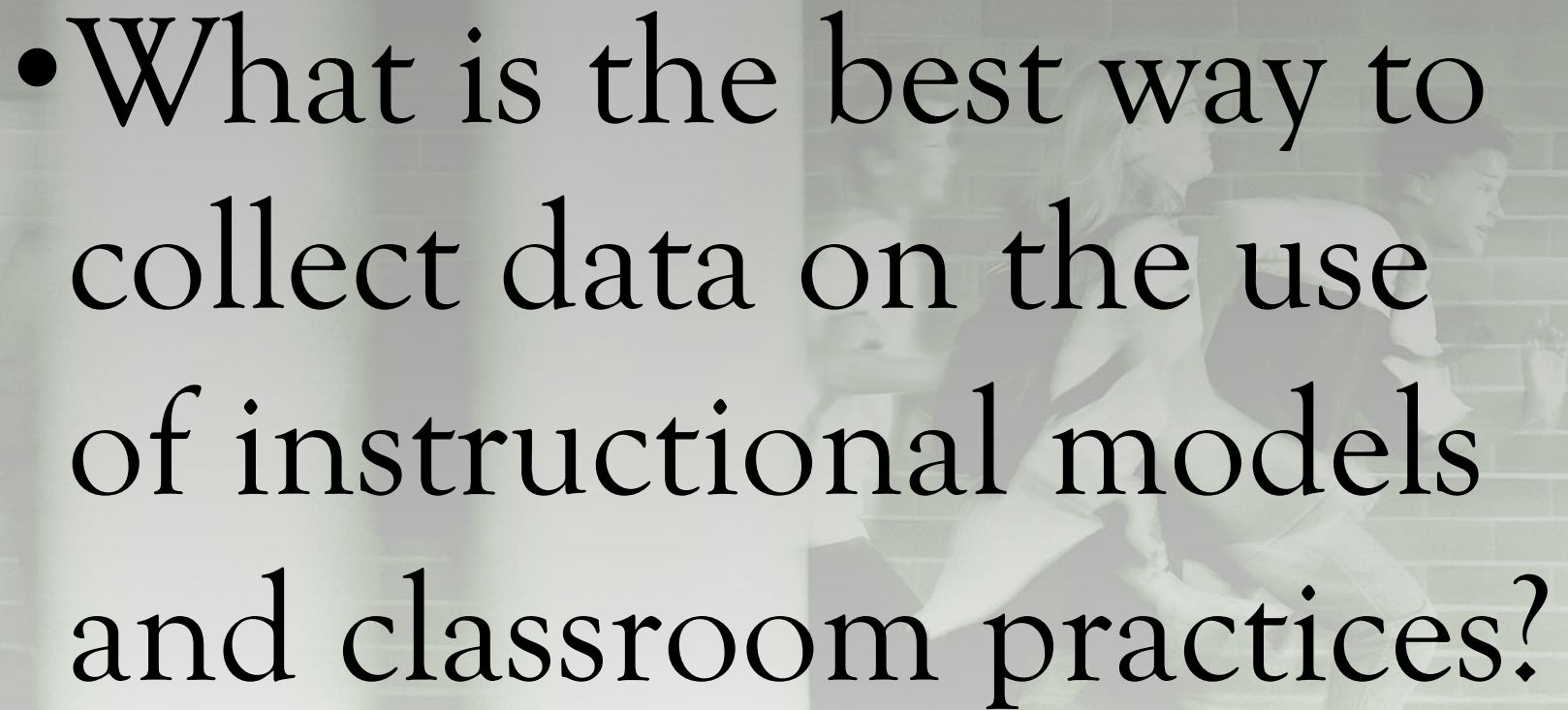
- Is there a district-wide understanding of the characteristics of instructional models used by schools in the district?

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- The background of the slide is a faded, grayscale photograph of a school hallway. On the left, a teacher in a suit is talking to a student. In the center and right, a group of students is walking, with a boy in a white and black shirt and a girl in a white shirt and dark pants being the most prominent figures. The hallway has brick walls and a tiled floor.
- Is there a school-wide understanding of the characteristics of the instructional models used in the school?

- What kind of monitoring occurs to ensure instructional models are implemented with fidelity (at school and district levels)?

- Is there support for teachers who are not implementing instructional models with fidelity (at a district or school level)?

- How do schools resolve within-school differences in instructional models when reporting to district, state, and federal agencies?

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- What is the best way to collect data on the use of instructional models and classroom practices?

- What additional questions do you feel need to be answered?

The background of the slide is a blurred photograph of three students running up a set of stairs. The students are in motion, and the image is semi-transparent, allowing the text to be clearly visible. The overall color palette is muted, with greys and soft colors.

Attitudes Towards ELL Instruction Survey

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