

ESL/Bilingual Education Program Evaluation

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What is an ESL/bilingual education program evaluation?

- An ESL or bilingual education program evaluation is a report of how well an ESL or bilingual education program functions relative to its stated goals.
 - An external program evaluation is conducted by people who do not work in the program/school/district.
 - An internal program evaluation is conducted by people who do work in the program/school/district.

Session Overview

- This session introduces administrators and teachers to tools they need to conduct an **internal** evaluation of their ESL/bilingual education program using qualitative and quantitative methods.
- It begins with a brief review of
 1. important research on ELL education and
 2. federal and state policies and accountability requirements.
- Then we use a set of guiding questions to structure our discussion of data collection and analysis for the program evaluation. These questions can also be used to structure the oral and/or written program evaluation report.
- The session highlights the power of the program evaluation process and product as a tool for moving schools/districts from compliance to equal educational opportunities for ELLs.

Approaches to Program Evaluation

Quantitative Approaches

- Provide information about
 - student outcomes relative to standards or treatments, or outputs relative to inputs
 - program effectiveness
 - “what works”
- Collect and analyze measurable or countable data
- Use mathematical or statistical methods and models to test hypotheses and demonstrate significance (e.g., randomized field trials, experimental designs)

Qualitative Approaches

- Provide information about
 - how a program is interpreted
 - how a program is implemented
 - how actual implementation relates to ideal policy and program goals
- Use multiple methods to investigate naturally occurring phenomena: interview, survey, observation, personal experience, historical, interactional, and visual texts → *triangulation*
- Data analysis describes, interprets, and explains patterns identified through investigation

A Balanced or Mixed-Method Approach to Program Evaluation

Use qualitative and quantitative methods to understand how the program for ELLs functions on the local level and how well ELLs perform relative to state standards and program goals.

- *A mixed-method approach helps explain how aspects of program implementation relate to student performance.*
- *This approach also allows educators to make informed decisions about instruction, program and professional development, policy, and advocacy based on empirical evidence.*

Our focus today is more qualitative

Learning Outcomes

Participants will...

- Review current policies and accountability requirements for ELLs in Pennsylvania
- Review critical features of pedagogically-sound ESL and bilingual programs
- Learn what an ESL/bilingual program evaluation should include
- Learn how to conduct an internal evaluation of their program for ELLs
- Identify ways to use evaluation findings to improve instruction for ELLs, guide program and professional development, inform policy and strengthen advocacy.

Polling Question #1

What is your current position?

- (a) ELL program administrator (coordinator, director)
- (b) Principal or Assistant Principal
- (c) ESL teacher
- (d) Director of Curriculum and Instruction
- (e) Other? Text the answer....

Polling Question #2

What training do you have in ELL education?

- a) Masters, Certification, or Certificate in ESL or Bilingual Education
- b) Currently enrolled in coursework in ESL or bilingual education
- c) Have participate in some in-service PD on ELL education
- d) Other (text your response)
- e) None of the above

Polling Question #3

What kind of a program do you work in?

- (a) English-medium (ESL) program
 - (b) Bilingual education program
- *An English-medium program uses only English for instructional purposes.*
 - *A bilingual education program uses two languages for instructional purposes.*

Polling Question #4

What kind of an English-medium (ESL) program is implemented in your district/school?

- (a) Sheltered English classes
- (b) Stand-alone ESL class
- (c) Pull-out ESL
- (d) Push-in ESL
- (e) I don't know

Polling Question #5

What kind of a bilingual education program is implemented in your district/school?

- (a) Transitional bilingual education
- (b) One-way developmental bilingual education
(*aka maintenance bilingual education*)
- (c) Two-way immersion (*aka dual language*)
- (d) I don't know

Polling Question #6

Have you ever conducted an evaluation of an ESL or bilingual education program?

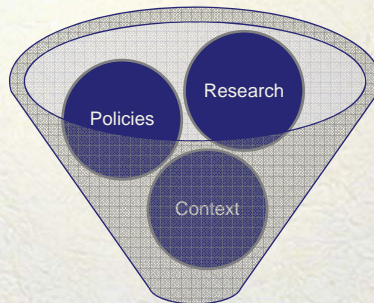
- (a) Yes
- (b) No

Getting started...

*Clarify the content you need to draw on
for your program evaluation*



What kinds of information do you draw on?



Information for Program Evaluation

STEP 1

Review the research on ELL education

- Second language acquisition
- Cross-cultural communication
- Academic language development for ELLs
- Biliteracy
- Language education policy
- Effective programs for ELLs (bilingual/English-medium)
- Sheltering/differentiating instruction for ELLs
- Authentic assessment and accountability for ELLs

How children learn in two languages

Some fundamental notions to remember

ELLs' language and literacy development and their academic achievement at school are influenced by

- First language literacy
- Educational background
- English language proficiency level
- Cultural background
- Age
- Learning style, motivation
- Larger sociolinguistic and educational context surrounding the school

Stages of Second Language Acquisition

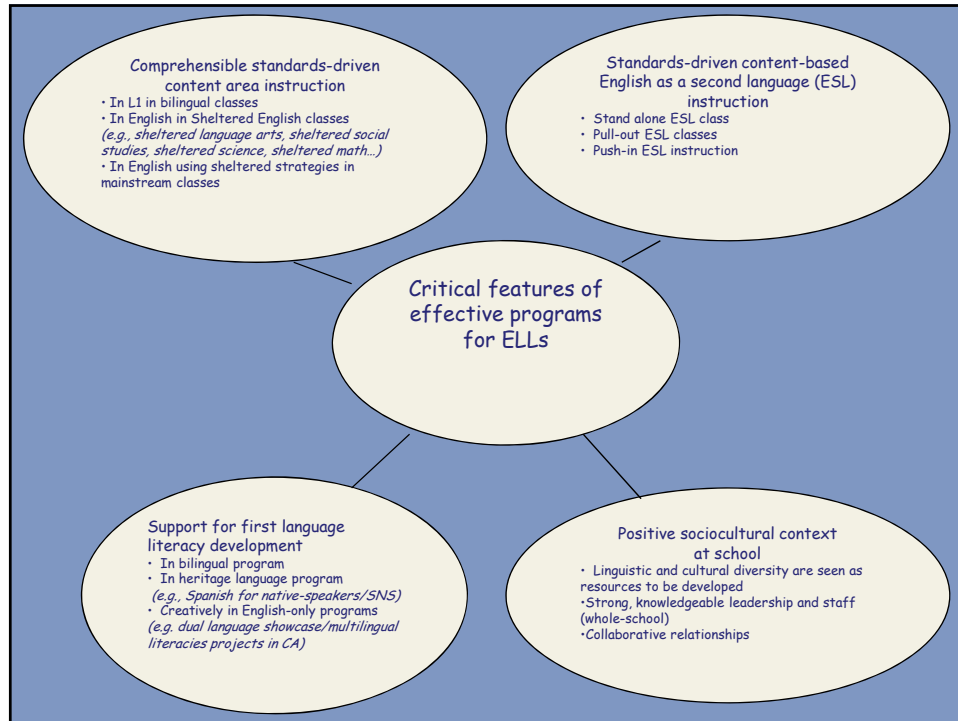
Synthesizing Krashen & Terrell, 1983 and Cummins, 2006

- **Preproduction**
 - *silent period*
- **Early Production**
- **Speech Emergence**
- **Intermediate Fluency**
 - *conversational fluency (BICS)*
- **Fluency**
 - *academic language proficiency (CALP)*

Remember

Learning English as a second language takes time!

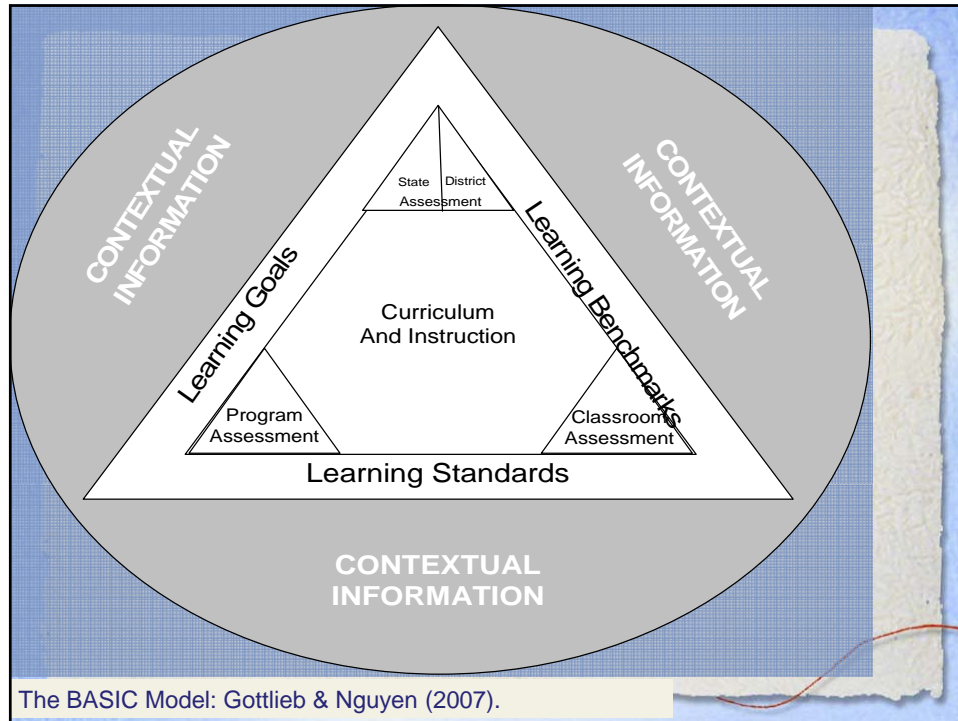
- It generally only takes one to three years for ELLs to acquire conversational fluency
- It may take five to seven or more years for ELLs to acquire the academic language proficiency they need to participate and achieve at school (*Jim Cummins*)
- It generally takes less time for ELLs to progress through the earlier stages and more time for ELLs to progress through the more advanced stages of second language acquisition.



Authentic Accountability for ELLs

Remember...

- A standardized test that was designed for English speakers to measure their content-area knowledge in English is not a valid or reliable assessment for students who are defined as English language learners.
- We need multiple measures of ELLs' academic and language growth and achievement over time.



Complementing standardized tests with common formative assessments on the program level

- **State level**
 - Standardized tests of academic achievement and English language proficiency: *Summative data*
 - Used to determine the number of students attaining proficiency in one year
 - Responds to federal and state accountability requirements
- **School/District Program level**
 - Standard or common assessments: *Summative and formative data*
 - Used to assess student growth and achievement OVER TIME in relation to district/state standards using district rubrics
 - Allows for meaningful comparisons across classes, programs, schools in district
 - Used to inform teaching, learning, program and professional development, and policy
- **Classroom level**
 - Idiosyncratic or classroom-based assessments: *Formative data*
 - Used to guide instruction
 - Used to monitor students' growth and evaluate student achievement relative to teaching and learning objectives

(Gottlieb and Nguyen, 2007).

Pivotal Portfolio (Gottlieb & Nguyen, 2007)

Working portfolio

- Students' work-in-progress
- Provides a rich portrait of student at different stages of learning with individual strengths and weaknesses

Showcase portfolio

- Students' best work is featured

Because these types of portfolios are usually constructed by classroom teachers, the content of the portfolios is often limited to the teacher's instructional focus and classroom assessment.

Pivotal Portfolio

Hybrid of the working portfolio and the showcase portfolio with three main distinctions:

1. Each teacher gathers what the teachers collectively consider evidence of essential student learning and achievement
2. All teachers use common assessments of that essential student work
3. Pivotal portfolio follows the student for the length of the students' career in the language education program

Questions about research on ELL education?

- *Use the microphone now*
- *Text your question now*
- *Write your question now and find the answer later*



English Language Learners at School

editors
Else Hamayan
Rebecca Freeman

A Guide for Administrators

Over 50 experts answer YOUR questions

For further information – a practical guide...

Includes chapters on

- Policies and accountability requirements
- Linking the school and community
- How children learn in two languages
- Program development
- Program implementation and evaluation
- Classroom instruction and assessment
- Professional development
- When challenges arise
- Advocacy

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Assessment & Accountability
in Language Education Programs

Margo Gottlieb
Diep Nguyen

A Guide for Administrators and Teachers

A practitioner-friendly guide for site-based teams!

Learn how to collect the right data on ELLs' growth and achievement.

Learn how to use that evidence to guide instruction, drive program & professional development, inform policy, and strengthen advocacy.

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- English as a Second Language
- Dual Language Programs
- Transitional Bilingual Education
- World Language Programs
- Heritage Language Programs

**Special Education
Considerations for English
Language Learners**

Delivering A Continuum of Services

Else Hamayan
Barbara Marler
Cristina Sanchez-Lopez
Jack Damico

**Are your ELLs
experiencing
significant learning
difficulties?**

Develop teams of special education and ESL/bilingual specialists who collaborate to ensure that your school's response to intervention (RTI) is appropriate for ELLs.

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STEP 2
***Review all relevant policies and
accountability requirements for ELLs***

- Federal level
- State level (PDE)
- School district/school level

KNOW YOUR FEDERAL POLICIES!

Title III, No Child Left Behind Act of 2001

Some highlights...

- ELLs must be identified and placed in appropriate programs until they are redesignated as fully English proficient
- ELLs must be monitored for two years after they have been redesignated
- Schools are held accountable for
 - Academic achievement as measured by state mandated academic achievement tests
 - English language proficiency as measured by state mandated English language proficiency tests

KNOW YOUR STATE POLICIES!

PDE: BEC, July 2001, on K-12 ELL education

Some highlights...

- Programs under this section shall include appropriate bilingual-bicultural or ESL instruction.
- Programs must meet the three-pronged Castañeda Standard
 1. Based on sound educational and language learning theory
 2. Implemented with sufficient resources and staffed by appropriately prepared personnel
 3. Periodically evaluated.

A program that fails to produce positive results does not meet the test.

- Accountability requirements
 - PSSA → academic achievement
 - WIDA Standards - ACCESS for ELLs → English proficiency

PA ELP Standards (WIDA)

Reading, writing, listening, speaking

1. **Social and instructional** language
2. The language of **language arts**
3. The language of **mathematics**
4. The language of **science**
5. The language of **social studies**

Who is responsible for teaching ELLs the language of mathematics?

Language Performance Definitions for ELP Levels *English Language Proficiency (WIDA) Standards*

Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<i>At the given level of English language proficiency, ELLs in PA can process and understand...</i>				
Pictorial or graphic representation of the language of the content areas with minimal comprehension.	General language related to the content areas.	General and some specific language of the content areas.	Specific and some technical language of the content areas.	The technical language of the content areas.
<i>At the given level of English language proficiency, ELLs in PA can use and produce...</i>				
Non-verbal communication, single words or short phrases which may be demonstrated by repeating and copying words and phrases, or use of first language.	Common phrases or short sentences and some general academic language in oral and written communication with errors that may impede meaning.	Familiar oral and written language of expanded sentence length, short paragraphs, and academic language with occasional errors.	Oral and written academic and technical language of varying complexity in context with nominal errors.	Oral or written academic and technical language of varying complexity approaching that of English proficient peers with minimal errors.

KNOW YOUR DISTRICT/SCHOOL/PROGRAM POLICIES!

- Are there any local school district, school, or program policies and accountability requirements that your ESL or bilingual program must comply with?
 - *According to the BEC, school districts/charter schools must have clearly delineated, written procedures for educating ELLs.*
 - *These procedures should include a statement of program goals, school enrollment procedures, definition of limited English proficiency, assessment procedures and policies, program entry and exit procedures, grading policies, listing of resources including agencies and interpreters.*
 - *Procedures must be disseminated and staff acquainted with the contents.*

Questions about policies and accountability requirements?

- *Use the microphone now*
- *Text your question now*
- *Write your question now and find the answer later*

STEP 3

Clarify your audiences

Who needs to know how well your program functions?

- State and federal program administrators
- School Board
- District program administrators
- School program administrators
- Teachers
- Students
- Parents
- Community Members
- Policymakers
- Other?

STEP 4

Clarify your purposes

How will different constituents use this information? When will they need it and in what form?

- To document that the program complies with all federal, state, and local mandates and accountability requirements
- To demonstrate how well the ESL/bilingual education program meets its goals and benchmarks
- To provide concrete action steps that link program improvements to gains in ELL student performance
- Other?

Different audiences
Different purposes

**Different presentation of
program evaluation
findings**



**Questions about audiences
or purposes for the program
evaluation?**

- *Use the microphone now*
- *Text your question now*
- *Write your question now and find the answer later*



STEP 5

Use guiding questions to relate research and policies to your local district/school context

1. Who are your students?
2. What are your goals?
3. How is your program implemented so that students can reach those goals?
4. How are your students performing relative to your goals? What evidence do you collect?
5. How do you use that evidence to inform decisionmaking?
6. What strengths can you identify?
7. What future possibilities can you see?
8. What action steps can you take?

Conducting the ESL/Bilingual Education Program Evaluation

Using the guiding questions...

1. Who are your students?

English language learners (ELLs)

- Number of ELLs at the school (*attention to the language(s) they speak*)
- ELLs' English language proficiency (*listening, speaking, reading, writing*)
- ELLs' proficiency in their home language(s) (*listening, speaking, reading, writing*)
- ELLs' educational history/academic background
- ELLs' cultural background
- Free or reduced lunch

English speakers

- Number of English speakers who speak a language other than English at home (i.e., heritage language speakers)
- Monolingual English speakers

Collecting data on students for the program evaluation

- Home language survey
- W-APT
- L1 literacy assessments (formal <-> informal)
- Home/community visits
- Transcripts from previous schools
- Interviews with parents/children
- Interviews with current and previous teachers
- Other...

COHERENCE IS KEY

- *Does everyone who works with ELLs know about the students' background strengths and needs?*
- *Do they know how to use this information to inform their work with ELLs (e.g., to differentiate instruction and assessment)?*

Questions about collecting data on students for the program evaluation?

- *Use the microphone now*
- *Text your question now*
- *Write your question now and find the answer later*

2. What are your program goals?

For all programs for ELLs...

1. Academic achievement in English
2. English language proficiency development (reading, writing, listening, speaking)

For dual language programs...

1. Academic achievement in English and the partner language
2. Bilingualism and biliteracy development
3. Cross-cultural competence

Other?

Collecting data on program goals for the program evaluation

- Collect policies and other site documents that articulate program goals
- Interview administrators, teachers, parents, students (bilingual/ESL/mainstream/specialists) to identify their understanding of the goals of the program

COHERENCE IS KEY

- *How do local understandings of program goals relate to the research and to policies and accountability requirements?*
- *Do all of the constituents have a shared understanding of the goals of the program?*
- *What confusion/conflicts/controversies can you identify in terms of everyone's understanding of program goals?*

Questions about collecting data on goals for the program evaluation?

- *Use the microphone now*
- *Text your question now*
- *Write your question now and find the answer later*



3. How is your program for ELLs implemented?

Let's go back to the BEC: Programs for ELLs...

- Shall include appropriate bilingual-bicultural or ESL instruction
- Must meet the three-pronged Castañeda Standard
 1. Based on sound educational and language learning theory
 2. Implemented with sufficient resources and staffed by appropriately prepared personnel
 3. Periodically evaluated.

A program that fails to produce positive results does not meet the test.
- Must have clearly delineated, written policies for educating ELLs.

Does your program include “appropriate bilingual-bicultural or ESL instruction”?

Remember, there is no one-size-fits-all program that is appropriate for all school and community contexts.

To decide whether a program is “appropriate”, consider your target populations, goals, resources, and constraints.

What is an appropriate program? An example to consider...

If you work in a district/school that has

- *large numbers of ELLs from the same language background (e.g., Spanish) who want to maintain and develop their Spanish*

AND

- *a comparable number of English speakers who want to become bilingual and biliterate*

AND

- *sufficient human and material resources to teach content through Spanish*

a dual language program may be appropriate.

How well does your program meet the Castañeda Standard?

The three-prong test



FIRST**Is your program based on sound educational and language learning theory?**

- Do ELLs have access to comprehensible, standards-driven content area instruction?
- Do ELLs have access to standards-driven ESL instruction?
- Do ELLs have support for first language literacy development?
- Are the languages and cultures of students seen as resources to be developed?
- Does the program for ELLs allow the time students need to reach all program goals?

SECOND**Is your program implemented with sufficient resources and staffed by appropriately prepared personnel?**

- Are curriculum, instruction, and assessment appropriate for ELLs?
- Do all staff (administrators, teachers, specialists, counselors...) have the requisite knowledge and skills to address the needs of the ELLs they work with?
- Do staff have focused PD opportunities to develop that expertise?
- Do teachers have opportunities to collaborate with each other to ensure that the ELL program is developmentally appropriate (across content and language, across grade levels)?
- Does the school improvement plan include an explicit focus on ELL issues?

THIRD

Is your program for ELLs periodically evaluated to ensure that it delivers results?

Ideally, you will use what you learn today to guide your ESL/bilingual education program evaluation and ensure that your program delivers results!

Using the Castañeda Standard to consider a common example

- How much time do your ELLs spend in classes with teachers that are trained to address their educational needs?
- How much time do your ELLs spend in classes with teachers that are unprepared to address their educational needs?

If your ELLs only receive ESL instruction for an hour or so a day, and if they are in mainstream content area classes for the majority of the day with teachers who do not know how to differentiate instruction to meet their needs, your program does not meet the Castañeda Standard.

1. Pull-out ESL in isolation is not based on sound educational and language learning theory.
2. The mainstream teachers are not sufficiently prepared to teach ELLs
3. Look at your data – is this program delivering results? Probably not...

Do you have written policies that clearly articulate how your program for ELLs is implemented?

Does everyone understand and support these policies?



The Local Policy Context

Where does your district/school fit on this continuum of possibilities?

- **DISTRICT 1:** There are no formal district level policies that clearly articulate, in writing, how an ELL is identified, placed, moved across levels, and exited from the ESL program.
- **DISTRICT 2:** Policies have been written at different times about different aspects of district/school policies and procedures, but no one knows exactly where the policy documents are, there is some confusion about some aspects of the policies and procedures, and/or the policies and procedures haven't been updated recently.
- **DISTRICT 3:** There is a clear policy statement that is endorsed by the school district. All policies and procedures for ELLs are kept in one place (in a resource book, on-line) which everyone in the district can and does access. PD ensures that all educators who work with ELLs understand and can use these procedures, which are updated on a regular basis.

Collecting data on program implementation for the program evaluation

- Survey your policies and procedures on ELL education (see survey #1)
- Survey administrators/teachers about program implementation to identify different perspectives on program (see survey #2)
- Observe classroom implementation across content areas and grade levels looking for evidence of research-based practices
- Interview administrators, teachers, parents, students (bilingual/ESL/mainstream/specialists) to identify their program and professional development experience and expertise
- Collect authentic evidence of student growth and achievement relative to program goals

COHERENCE IS KEY

- *Do all educators understand and support the goals of the program and the ways that it is implemented to reach those goals?*
- *Does the program make sense from the learners' perspective, given consideration of the research base and evidence of student learning?*

Questions about collecting data on program implementation for the program evaluation?

- *Use the microphone now*
- *Text your question now*
- *Write your question now and find the answer later*



4. How are your students performing?

Gather evidence of your ELLs' growth and achievement relative to all program goals and standards, including

Assessment of learning

- Summative assessments of ELL performance relative to content standards (PSSA)
- Summative assessments of ELL performance relative to English language proficiency standards (ACCESS for ELLs)
- *Summative assessments of performance in partner language (bilingual programs)*

Assessment for learning

- Common formative assessments of ELL content learning
- Common formative assessments of ELL reading, writing, listening, speaking in English
- *Common formative assessments of reading, writing, listening, speaking in partner language (bilingual programs)*

Notice differences between research and policy

- Research: Multiple measures of student growth and achievement relative to standards, goals and benchmarks
Provides a portrait of learning → highlights growth
- Policy: Proficiency on standardized tests of academic achievement and English language development.
Provides a snapshot of proficiency → highlights gaps

Current accountability requirements are not based on empirical evidence of how long it takes ELLs to acquire academic language proficiency. Districts and schools need to collect additional data on student performance as valid and reliable evidence of ELL growth over time relative to all program goals.

Collecting data on student performance for the program evaluation

- Collect the assessment data that you do have (at the minimum, you should have the data you need to comply with state accountability requirements)
- Identify any **gaps** that you see in the assessment data you collect (e.g., *no common formative assessments of ELL writing*)
- Identify any **overlaps or redundancies** in the assessment data you collect (e.g., *different assessments of reading in the early elementary grades, some of which are not appropriate for ELLs*).
- Work on the local level to ensure that you have a balanced assessment and accountability system that is inclusive and comprehensive (see *Gottlieb & Nguyen, 2007 to learn this process*).

Questions about collecting data on student performance for the program evaluation?

- *Use the microphone now*
- *Text your question now*
- *Write your question now and find the answer later*

5. How do you use evidence of student performance to guide decisionmaking?

- To guide program development
- To improve instruction
- To inform professional development
- To direct policy
- To strengthen advocacy
- And so on...

Some examples of how educators use evidence of student performance to guide their decisionmaking to illustrate what you might look for in your context →

Example 1

Using evidence of student performance to guide program development

Challenge

Mainstream educators believe that ELLs are the ESL or bilingual teachers' responsibility, and that the program for ELLs is the ESL class.

What is the program development goal?

Educators understand that the "program for ELLs" includes all teachers/classes that include ELLs, not only ESL classes.

Use evidence of limited ELL growth to reach this goal...

1. encourage district/building administrators to set tone for shared responsibility for ELLs among all educators (resource orientation)
2. place ELLs in fewer classes with strong teachers (not remedial classes)
3. train those content teachers to shelter instruction (benefits ALL students, not just ELLs)
4. provide opportunities for ESL and content teacher to collaborate to guide instruction.

Example 2

Using evidence of student performance to improve instruction

Challenge

Mainstream content teacher does not know how to accommodate needs of ELLs.

What is the instructional goal?

Mainstream teacher differentiates content-area instruction based on ELLs' ELP level

- Use evidence of ELL's ELP level and WIDA Standards to show mainstream teacher how to differentiate instruction and assessment for the ELLs in their classes.
- Use pivotal portfolio, the systematic collection of evidence of student performance relative to all program goals, to strengthen ESL and mainstream teacher ongoing collaborative efforts to differentiate instruction and assessment.

Example 3

Using evidence of student performance to drive professional development

Challenge

ELLs spend most of their time in mainstream content classes with teachers who don't know how to address their needs. In addition, many of the English speakers in these classes read below grade level.

What is the professional development goal?

All teachers with ELLs in their classes know how to address the content, language, and literacy needs of all of their students, particularly ELLs, including those with disabilities.

Use evidence of ELL reading and writing performance to ground and direct integrated PD of ALL teachers in sheltered instruction and literacy across the curriculum.

- This integrated approach to PD reflects assumption that ELL education is an INTEGRAL part of all teachers' and administrators' PD.
- Helps PLCs develop a common language and a common practice about ELLs that is focused on improved instruction and ELL achievement.
- It is also cost-effective.

Example 4
**Using evidence of student performance
to direct policy**

Challenge
Policies endorse programs for ELLs that are based on history, ideological assumptions, or anecdotes about what works.

What is the policy goal?
The district/school policy endorses programs for ELLs that are based on research on program effectiveness.

Use formative and summative evidence of ELL's performance to...

- Demonstrate that ELLs perform better in TWI programs than English-medium or TBE programs
- Argue for more additive bilingual programs (TWI, one-way DBE, heritage language programs) and fewer subtractive (English-only, TBE) bilingual programs district-wide (see Gottlieb & Nguyen, 2007).

Example 5
**Using evidence of student performance
to strengthen advocacy**

Challenge
Most administrators and teachers do not understand that an increasing number of their ELLs have limited former schooling.

What is the advocacy goal?
Administrators, teachers, and school board understand the challenges that students with limited former schooling face.

Use evidence of slower growth of ELLs from limited former schooling backgrounds to...

- Advocate to the school board for a newcomer center or a port of entry class to serve this increasing population
- Advocate for training for mainstream and ESL teachers in approaches to focus on literacy, numeracy, and acculturation issues for these students.

Example 6

Using evidence of student performance to strengthen advocacy

Challenge

Educators in English-medium schools are concerned about subtractive bilingualism, but don't have a bilingual or heritage language program.

What is the advocacy goal?

Educators in English-medium schools find creative ways to support students' home or heritage languages.

Use evidence of ELLs/heritage language speakers' L1 loss to...

- Support development of a multilingual literacies project in which students write and publish books in English and their home or heritage language and use those as part of the curriculum.
- Go to <http://thornwood.peelschools.org/Dual/> and <http://www.multiliteracies.ca> for examples.

Assessment Literacy in Your Context *Where does your district/school fit on this continuum of possibilities?*

- **DISTRICT 1:** The only tests that count in the district are standardized tests, and teachers are frustrated that they spend so much time teaching to the test. Teachers don't see the results of these tests until the following year. The primary way that test results are used is punitively. When asked about student performance, teachers give anecdotes and little evidence.
- **DISTRICT 2:** The district mandates multiple measures of student performance, including common formative assessments. The district developed common rubrics to assess students' writing, but teachers weren't trained to use these rubrics. Hence, the common rubrics don't generally lead to common assessment of an ELLs' writing by mainstream and ESL teachers.
- **DISTRICT 3:** Ask teachers about student performance and they show you samples of student work to ground their discussion. Ask the ELL program coordinator how ELLs are performing and he shows you prototypical pivotal portfolios and charts showing ELL growth and achievement over time. Teachers and administrators use this evidence to inform program and professional development, policy, and advocacy.

Collecting data on using evidence to inform decisionmaking for the program evaluation

- Survey your teachers and administrators about their knowledge and skills, strengths and needs in the area of using evidence to inform their decisionmaking
- Observe the ways that teachers, administrators, students, and parents actually use evidence to inform the decisions they make

COHERENCE IS KEY

- *Does everyone understand what evidence they can use to inform which decisions?*
- *Do all educators use evidence to ground their conversations about practice?*
- *Do all educators use the common assessments to arrive at the same or similar conclusions?*

Questions about using evidence of student performance for/from the program evaluation?

- *Use the microphone now*
- *Text your question now*
- *Write your question now and find the answer later*

Pulling it all together

Analyze all of the quantitative and qualitative data that you collect and answer the remaining three questions:

6. What strengths can you identify?

Be specific with concrete details.

7. What future possibilities can you see?

Be specific with concrete details.

8. What action steps can you take?

Be specific with concrete details.

A quick review of the guiding questions

1. Who are your students?
2. What are your goals?
3. How is your program implemented so that students can reach those goals?
4. How are your students performing relative to your goals? What evidence do you collect?
5. How do you use that evidence to inform decisionmaking?
6. What strengths can you identify?
7. What future possibilities can you see?
8. What action steps can you take?

Relate each step of your analysis to the research and to federal, state, and district accountability requirements. Write/present your report to the audiences who need information from your program evaluation in the ways that they need that information and in time for the decisions they need to make.

Questions about using the guiding questions to conduct an internal evaluation of your ESL or bilingual program using quantitative and qualitative methods?

- *Use the microphone now*
- *Text your question now*
- *Write your question now and find the answer later*

Feel free to email me with comments or questions
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Evaluate your program on a regular basis to ensure that it is pedagogically-sound, well-implemented and delivers results

Use what you learn as a district/school/community to develop a common language and a common practice about ELLs that improves instruction and achievement of all students, particularly ELLs, including those with disabilities.