Getting Down to Facts on English Learner Policy in California

January 18, 2019
Sacramento, California

Stanford University

PACE
Policy Analysis for California Education

GETTING DOWN TO FACTS II

What is Getting Down to Facts II?

National collaborative research project on California's PreK-12 education system including more than 100 researchers across the country.

- Sequel to the first GDTF released 10 years ago
- Input from multiple stakeholders: the public, teachers, principals, CBOs, superintendents (county and district), policy leaders
- 36 research studies, 19 research briefs and a summary paper

Areas Covered

Student Success

Governance

Personnel

Finance

Key Findings from Getting Down to Facts II

- California schools and students have been moving in the right direction.
- Great need remains for policies to address system weakness and build capacity.
- Specifically, areas for California to focus on:
  - Building on current reforms
  - Increasing funding and fixing systems
  - Addressing achievement gaps

Lucrecia Santibañez

- Associate Professor at Claremont Graduate University's School of Educational Studies.
- Studies how to improve teacher policy and school-level resource allocation to increase learning among vulnerable populations.
- Has conducted research in Mexico, Colombia, Laos, Mozambique, and the United States. She publishes in both English-speaking and Spanish-speaking journals.

Christine Snyder

- PhD student in education at Claremont Graduate University; MA in the Teaching of English from Teachers College, Columbia University.
- Research interests include adolescent literacy, especially for emergent bilinguals; teacher education and induction;
and research/practitioner engagement.
- Her research interests stem from her eight years teaching English in Los Angeles and from her work as a teacher induction mentor.

Ilana Umansky

- Assistant professor of educational methodology, policy and leadership at the University of Oregon
- Research focuses on educational opportunities and outcomes of immigrant students, emerging bilingual students, and students classified as English learners.
- Has received awards from National Academy of Education, the Spencer Foundation, the Jacobs Foundation, the Fulbright Foundation, and the AERA's Bilingual Education Special Interest Group.

Agenda

- Presentation by Lucrecia Santibañez and Christine Snyder: *Teaching English Learners in California: How Teacher Credential Requirements in California Address their Needs*

- Presentation by Ilana Umansky: *State Policies to Advance English Learners' Experiences and Outcomes in California's Schools*

- Q&A

Teaching English Learners in California: How Teacher Credential Requirements in California Address their Needs

Lucrecia Santibañez and Christine Snyder
Claremont Graduate University

PACE
March 8, 2019

Close to 40% of CA students enter the system as an EL*

- ELs are a diverse group, different needs and abilities
- All teachers in California can expect to have ELs in their classroom
- Many exit at some point….but not all do
  - Learning outcomes for those who remain classified are very low: only 12% meet/exceed standards (ELA-SBAC, 2017), many fewer graduate HS

**Also referred to as Emergent Bilinguals*

ELs are more likely than non-ELs to be taught by early-career teachers

	Average EL Enrollment
Schools with median teacher experience between 0-5 years	33%
Schools with median teacher experience above 10 years	25%

….and to be taught by teachers with emergency-style permits
(Sutcher, Carver-Thomas & Darling-Hammond, 2018)

Teachers feel prepared and then…not prepared?

How well did your TPP prepare you to…meet the instructional needs of ELs?	Very well + well
Preliminary Multiple Subject Credential Graduates (CTC)	85%
Preliminary Single Subject Credential Graduates (CTC)	79%
Clear (Induction) Credential Graduates (CTC)	75%
Novice Teachers (LAUSD Survey only)	52%
More experienced Teachers (LAUSD Survey only)	47%

Overarching Finding

- Teachers of ELs need specialized knowledge, dispositions, and practices.
- New teachers in CA receive some of this training in pre-service, but are often not adequately prepared to effectively teach ELs in their classroom.

Research Questions

1. To what extent is the teaching of ELs addressed by credential requirements?

2. To what extent does the credentialing process require that teachers demonstrate proficiency teaching ELs?

- This study uses a qualitative (case-study and document analysis) research design
  - A small sample of 4 teachers going through induction, and 7 induction staff participate in interviews/observations
  - Review of documents (CA credential requirements and expectations, including CalTPAs, TPEs, CSTP, FACT, and other documents)
  - Data was collected from October 2016-May 2018

eaching ELs: Beyond “just good teaching”

Source: Lopez & Santibañez (2018) based on Faltis & Valdés (2016); Menken & Antuñez (2001); Lucas, Villegas, & Freedson-Gonzalez, (2008); Santos, Darling-Hammond, & Cheuk (2012)

RQ1: The credential process addresses teaching ELs

- Teaching ELs is strongly emphasized in preliminary program requirements and expectations
  - Clinical (student-teaching) experience must include at least one EL
- Induction is less focused on ELs
  - While ELs *may* be addressed, this is not guaranteed

RQ2: Proficiency requirements around ELs are “soft”

- In preliminary, evidence of proficiency teaching ELs is in written tasks or controlled settings
  - Student-teaching may not present a realistic situation
- In induction, teachers are not required to show proficiency teaching ELs in order to clear credential

Induction is personalized, ELs may not be emphasized

- Among our teachers, induction did require submitting evidence of student work with a "EL focus" student—even if teaching ELs was not the teacher's focus area
- But proficiency is not required
  - Unclear criteria
  - programs "assess candidate *progress towards mastery* of the California Standards for the Teaching Profession"
  - Individualized Learning Plan (induction's "roadmap") *need not focus* on EL-specific aspects of CSTP

	Teacher 1	Teacher 2	Teacher 3	Teacher 4
Individualized Learning Plan - Extent to which ILP includes an explicit focus on teaching ELs				
Focus of the induction plan: Does the focus area(s) for induction include teaching for ELs?	No	No	No	No
Examples of focus areas chosen by teacher	Innovative curriculum and experiences	Small-group interactions	Student empower-ment	"Brain-breaks"
Focus of induction plan: Does the focus question include teaching for ELs?	No	No	No	No
Action plan: Does the section on measurable results include ELs?	No	No	No	No
Observation Notes - Extent to which observation includes specific focus or mention of teaching ELs (organized by CSTP)				
CSTP 1: Engaging and supporting all students in learning	No	No	Yes	No
CSTP 2: Creating and maintaining effective environments for student learning	No	No	No	No
CSTP 3: Understanding and organizing subject matter for student learning	No	No	No	No
CSTP 4: Planning instruction and designing learning experiences for all students	No	No	No	No
CSTP 5: Assessing students for learning	No	No	No	No
Other				
Post-observation reflection (focuses on any EL-related issue and provides evidence on how it was handled), 10/2016	n.a.	No	No	No

Source: B-3 Initial classroom observation (collected October, 2016), Form B-4 Post-observation notes (collected October, 2016) in FACT. Form C-1, ILP in FACT (collected November 2016).

Name: Jose

Date: _____

Self-Assessmen

Please answer honestly. Your answers h
research.

1) During English class **today**,
following? You can check m

- ☒ Held a conversation
something not relate
- ☐ Distracted others aro
talking.
- ☒ Got up out of my sea
- ☐ Used my cell phone (
messages, etc.).
- ☐ Spaced out and didn

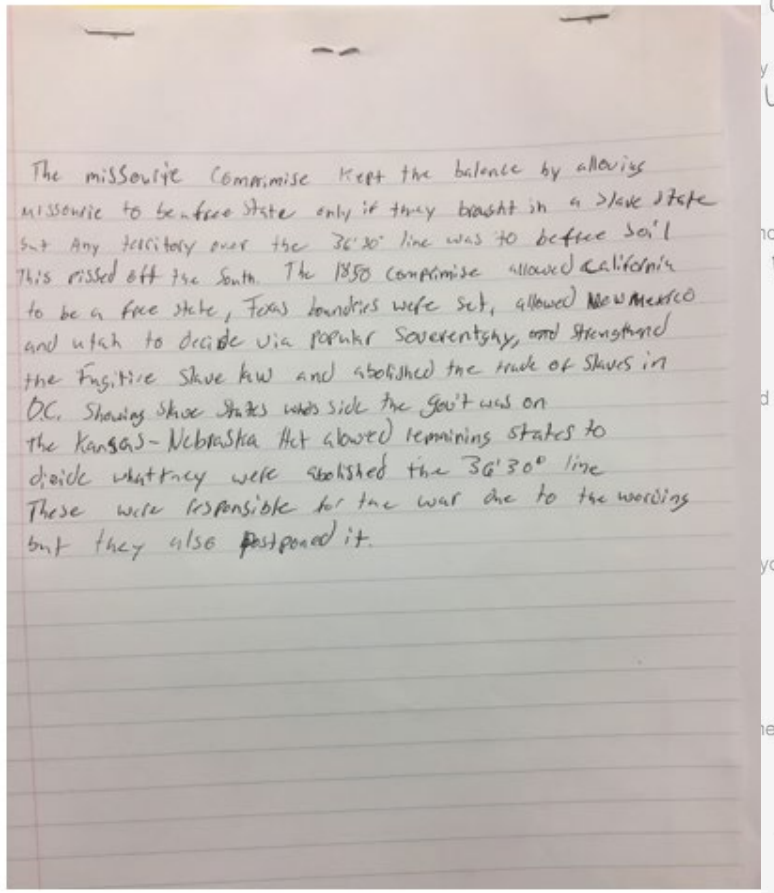
2) How would you rate your fo
today?

- ☐ Fantastic! I am focuse
work.
- ☐ Pretty well. I may hav
paying attention, but
- ☒ So-so. Sometimes I'm
- ☐ Ugh. Today, I haven't
far.

Name Yuliana

Parts

flower



The missouri Compromise kept the balance by allowing missouri to be a free state only if they brought in a slave state but any territory over the 36'30° line was to be a free soil this pissed off the South. The 1850 compromise allowed California to be a free state, Texas boundries were set, allowed New Mexico and utah to decide via popular sovereignty, and strengthened the Fugitive Slave law and abolished the trade of Slaves in DC. Showing those states were side the gov't was on the Kansas-Nebraska Act allowed remaining states to decide whether they were abolished the 36'30° line These were responsible for the war due to the wordings but they also postponed it.

Name Esteban Period 5 Date 11/2/16

Answer the following questions with complete and well supported sentences.

1. What is your favorite food? WHY?
my favorite food is a enchelodax why because my mom makes them.
2. What is your favorite hobby or activity? WHY?
football because I am good at it.
3. If you were given a chance to buy anything, what would you choose to buy? WHY?
If I was chance to buy anything it would be a nissan gtr

y celebrity or famous person, who would you spend it with?
why because he is

no fear, what would you do first? WHY?
WHY Because it is

d someone that you appreciate them? WHY?

you worry? WHY?

ent to this date? WHY?

Induction centers on teacher self-assessment, but this has limitations

- Self-assessments for teaching ELs were inflated relative to what we observed (caveat: small sample)
- Self-assessments were substantiated with little evidence/guidance
  - reflection notes, lesson plans, student work, etc.

Few external assessments of proficiency teaching ELs in induction

- Induction does not require that induction coaches and program coordinators independently verify whether teachers adequately implement the EL-related practices
  - TPPs are accredited and so must conform to externally-valid standards
  - But there is wide variation within programs in coach training, supervision, etc.—particularly around ELs
- As long as teachers meet all program requirements, and growth toward their goals (even if they are unrelated to ELs) they will clear their credential.

Problems with how ELs are constructed

- ELs are not a monolithic group
  - The problem with the “focus student” approach
  - Evidence of "differentiating for ELs” does not require differentiation *within* the EL category
- ELs are frequently grouped with special needs students, which can be problematic
  - Could lead to bias, misidentification of language learning needs = learning disabilities, etc.

Unclear if teachers can use assessment data

- Using assessments to inform practice is emphasized in preliminary, but it may not be demonstrated in practice
- This could theoretically be assessed in induction, but the process doesn‘t guarantee this will happen
  - Teachers did not receive timely information about EL students
  - Even when they received it, they did not necessarily know what to do with

Conclusions

- Teachers of ELs need **specialized knowledge, dispositions and practices**
  - This is recognized in the “embedded” EL-authorization in the preliminary credential

- Although teaching ELs is a prevalent theme in preliminary and (to a lesser degree) induction, the state has **few assurance points where novices demonstrate proficiency teaching ELs**.
  - Induction lacks a clear, systematic focus on ELs and can be a “missed opportunity”
  - Programs have little guidance – more important now

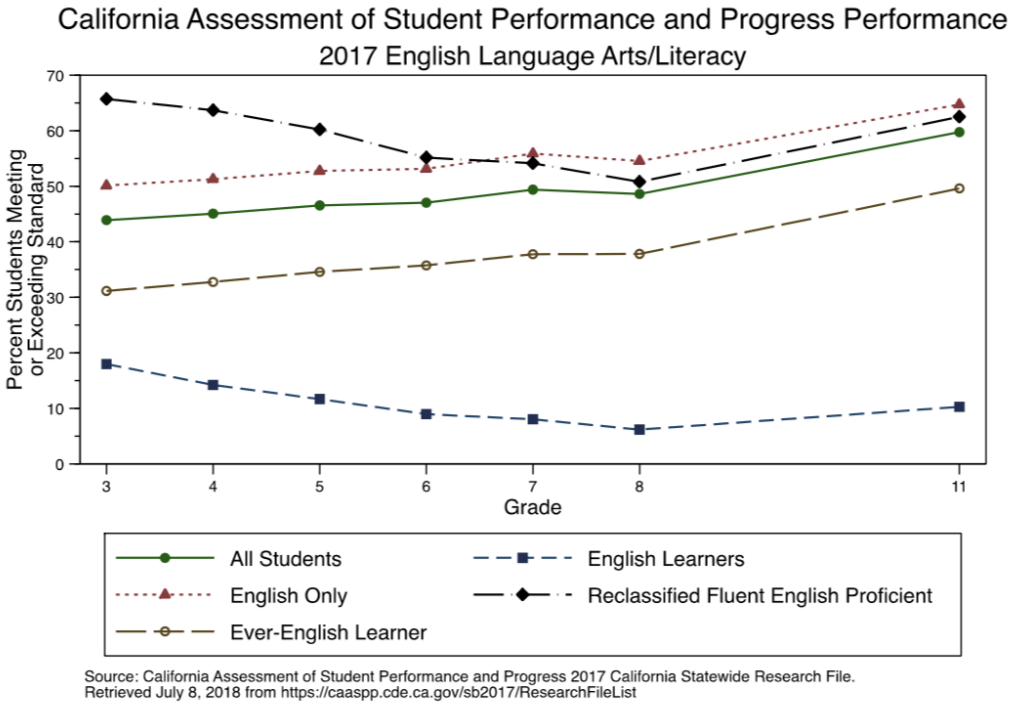
State Policies to Advance English Learners Experiences & Outcomes

Ilana Umansky

UNIVERSITY OF OREGON

Context: EL subgroup is large, diverse, and faces equity barriers

- 38% of CA K-12 students are ever-ELs; 1 in 5 are current ELs
- Policy context (Roadmap; ELA/ELD framework; Prop 58; LCFF-LCAPs; state ed priority areas)
- Rapid growth in bilingual programs
- Large equity gaps in access and outcomes



Source: California Assessment of Student Performance and Progress 2017 California Statewide Research File. Retrieved July 8, 2018 from https://caaspp.cde.ca.gov/sb2017/ResearchFileList

Questions addressed:

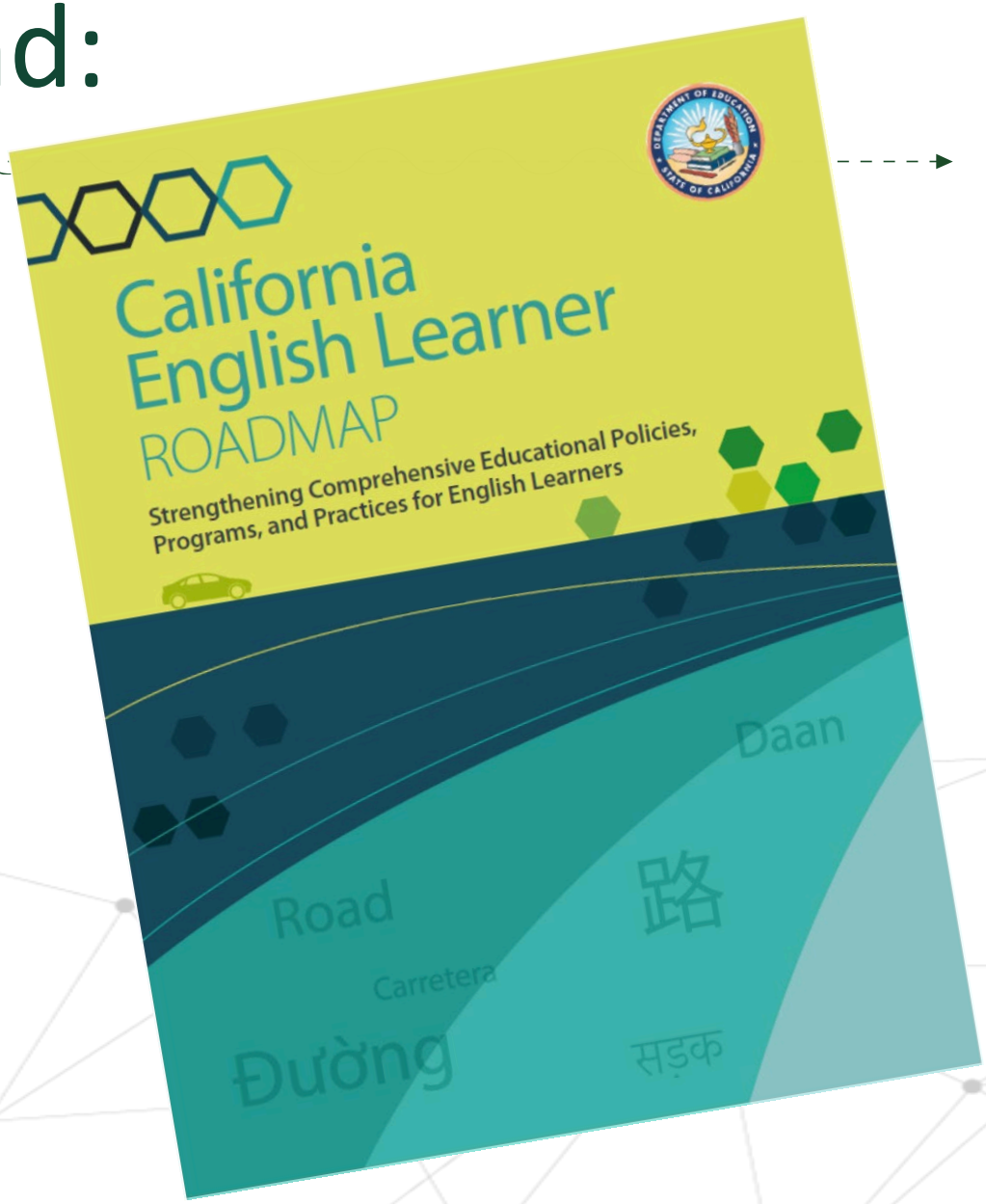
1) What does research suggest are pressing policy areas regarding EL education in California?
2) For each policy area, what is the status of California policy and law and what additional state actions does the research base suggest might support improved student experiences and outcomes?

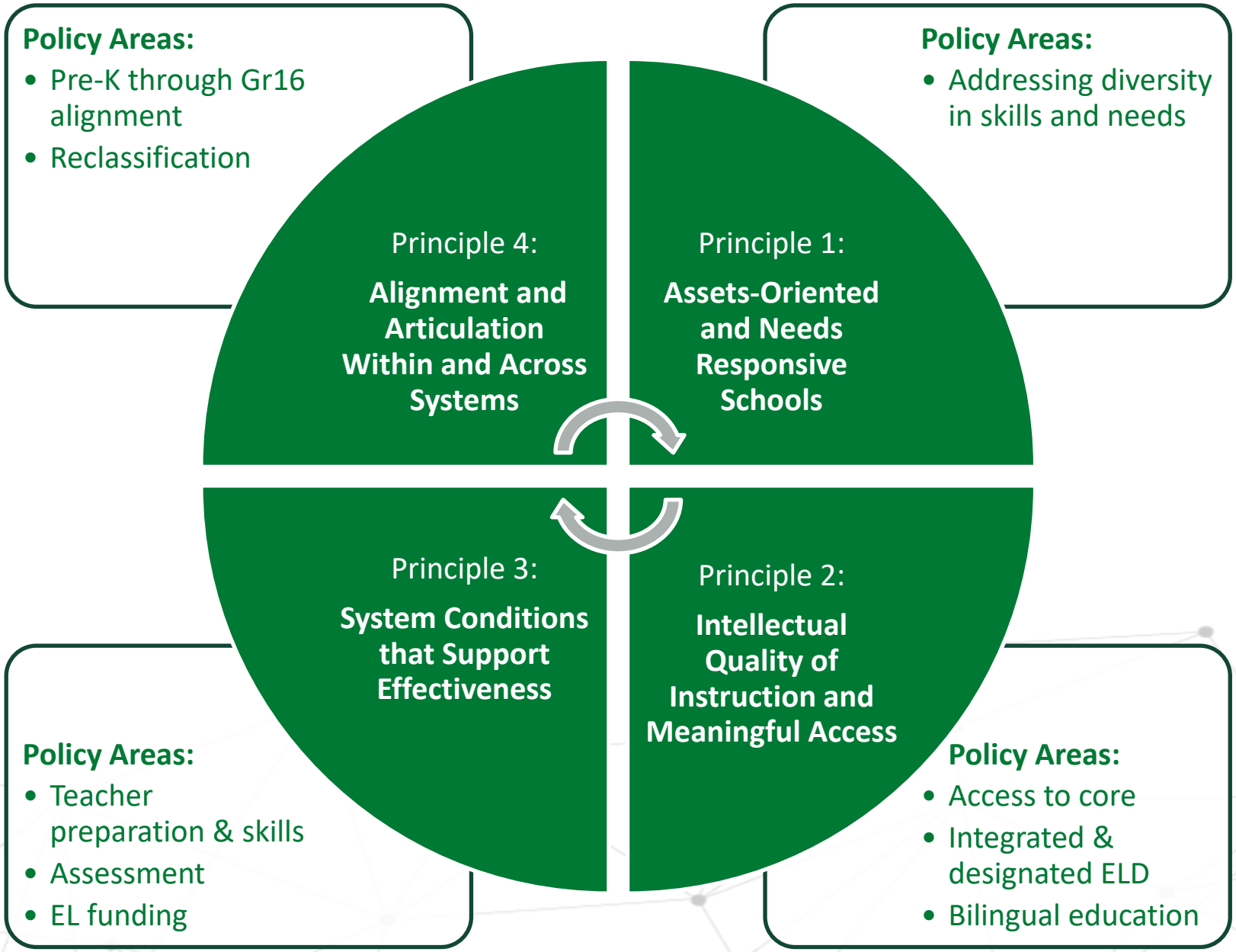
Purpose:

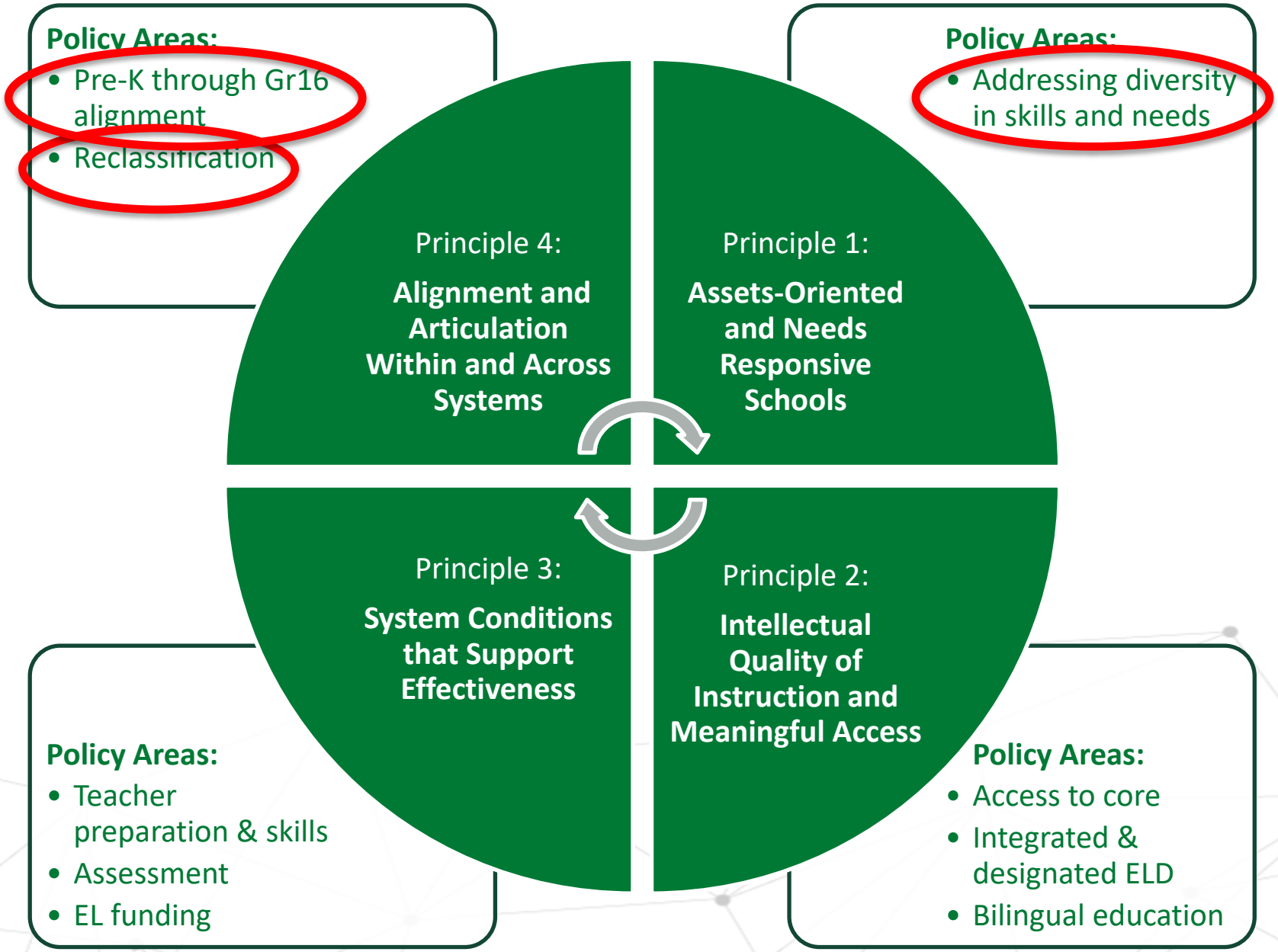
- Identification of 9 core EL policy issues important for EL outcomes – Organized by EL Roadmap
- For each policy area, summary of state of research (good, bad, ugly)
- Concrete policy implications based on research base

Tool for state and local implementation of EL Roadmap (and EL education policy writ large)

Organized around:




Policy Areas:
• Pre-K through Gr16 alignment
• Reclassification
Policy Areas:
• Addressing diversity in skills and needs
Principle 4:
Alignment and Articulation Within and Across Systems
Principle 1:
Assets-Oriented and Needs Responsive Schools
Principle 3:
System Conditions that Support Effectiveness
Principle 2:
Intellectual Quality of Instruction and Meaningful Access
Policy Areas:
• Teacher preparation & skills
• Assessment
• EL funding
Policy Areas:
• Access to core
• Integrated & designated ELD
• Bilingual education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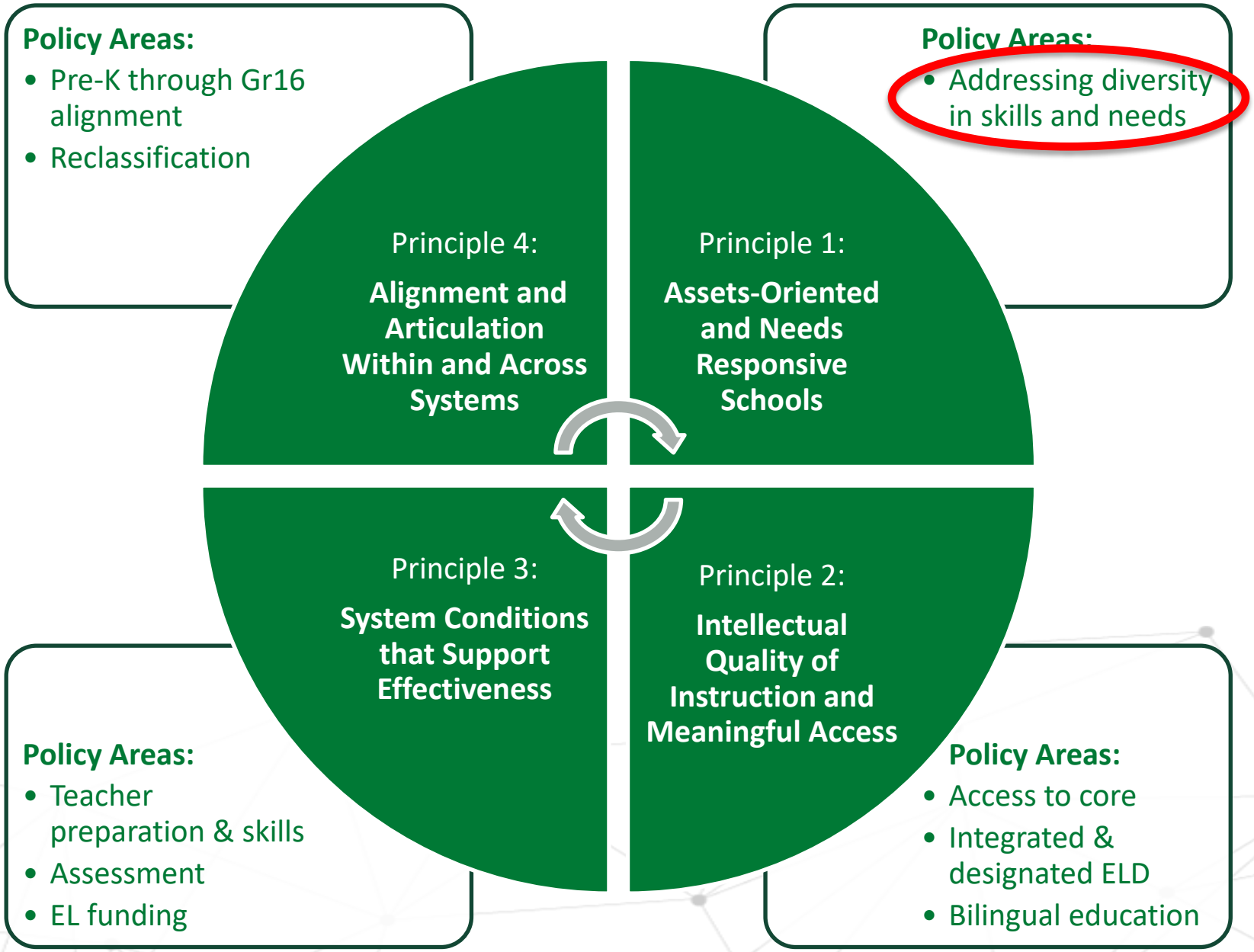
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Policy Area 1: Addressing diversity in skills and needs

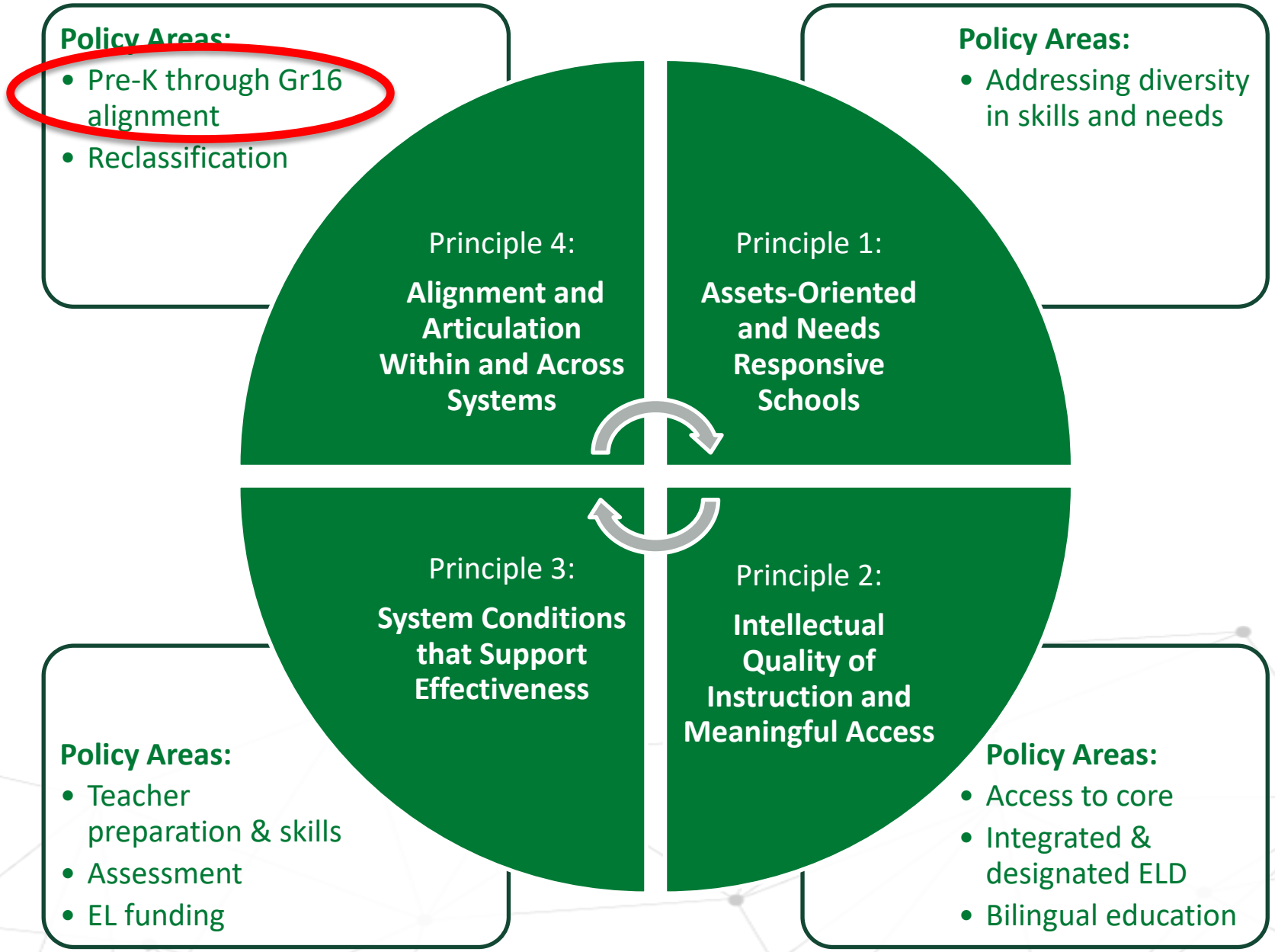
EL students in California have diverse, individual assets and needs that the current EL policy structure does not sufficiently account for, though initial steps are in place.

- ELs: wide-ranging and diverse assets and needs; important subgroups include ELs with disabilities, long-term ELs, and newcomers
- Newcomers (RAELs, immigrant students):
  - Often lower EP, sometimes schooling gaps
  - Often economic, health, psychosocial needs
  - More diverse than ELs (linguistically, ethnically)
  - Rapid growth in first 2-3 years
  - Acute challenges among secondary aged
  - Tension between integration and separation

Policy implications (newcomers):

- Integrate school policy with larger wraparound services
- Provide guidance on separation versus integration
- Address barriers to graduation
- Employ accountability metrics that don’t disfavor serving newcomers

Context: AB 2121 (2018); 4-year grad rate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Policy Area 8: PreK-16 Alignment

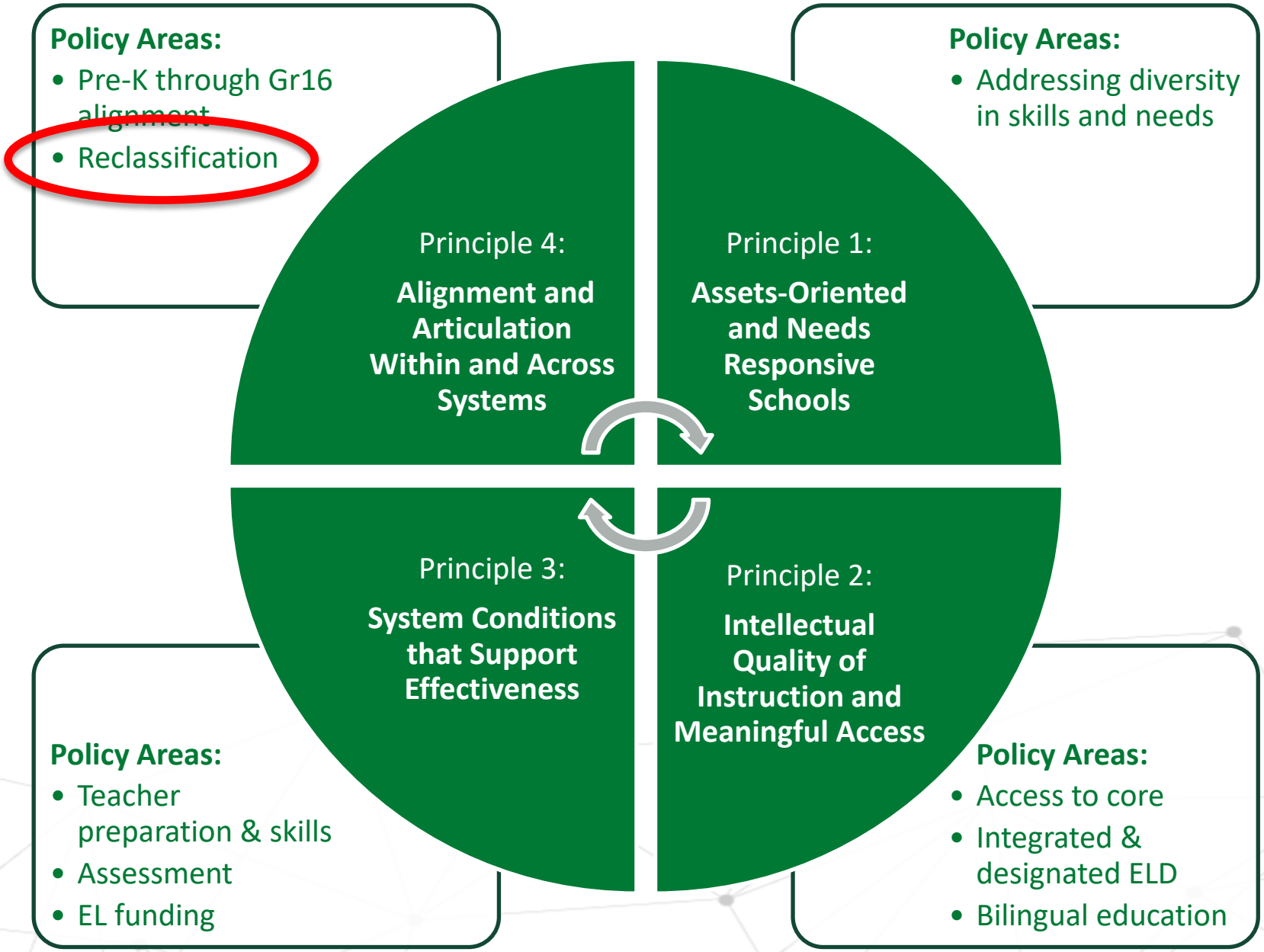
ELs' schooling is currently fragmented between K-12, early childhood, and post-secondary education.

- PreK, K-12, PostSec: Each has own policies
- Limited articulation and alignment
- PreK – highest % of "EL" students
- PreK → School readiness, Eng prof
- Barriers to PostSec among HS ELs
- Structural barriers within PostSec
- Understanding limited by data

Policy implications:

- Increase access/enrollment in PreK
- Provide home language in PreK
- Improve HS to college links (coursework, information, application support, counselors)
- Develop statewide individual-level comprehensive data system, preK-16/career
- Higher education supports and increased policy action
- State level council for P-16 alignment

Context: Low but expanding public preK; TK; some dual language public preschools; no aligned data system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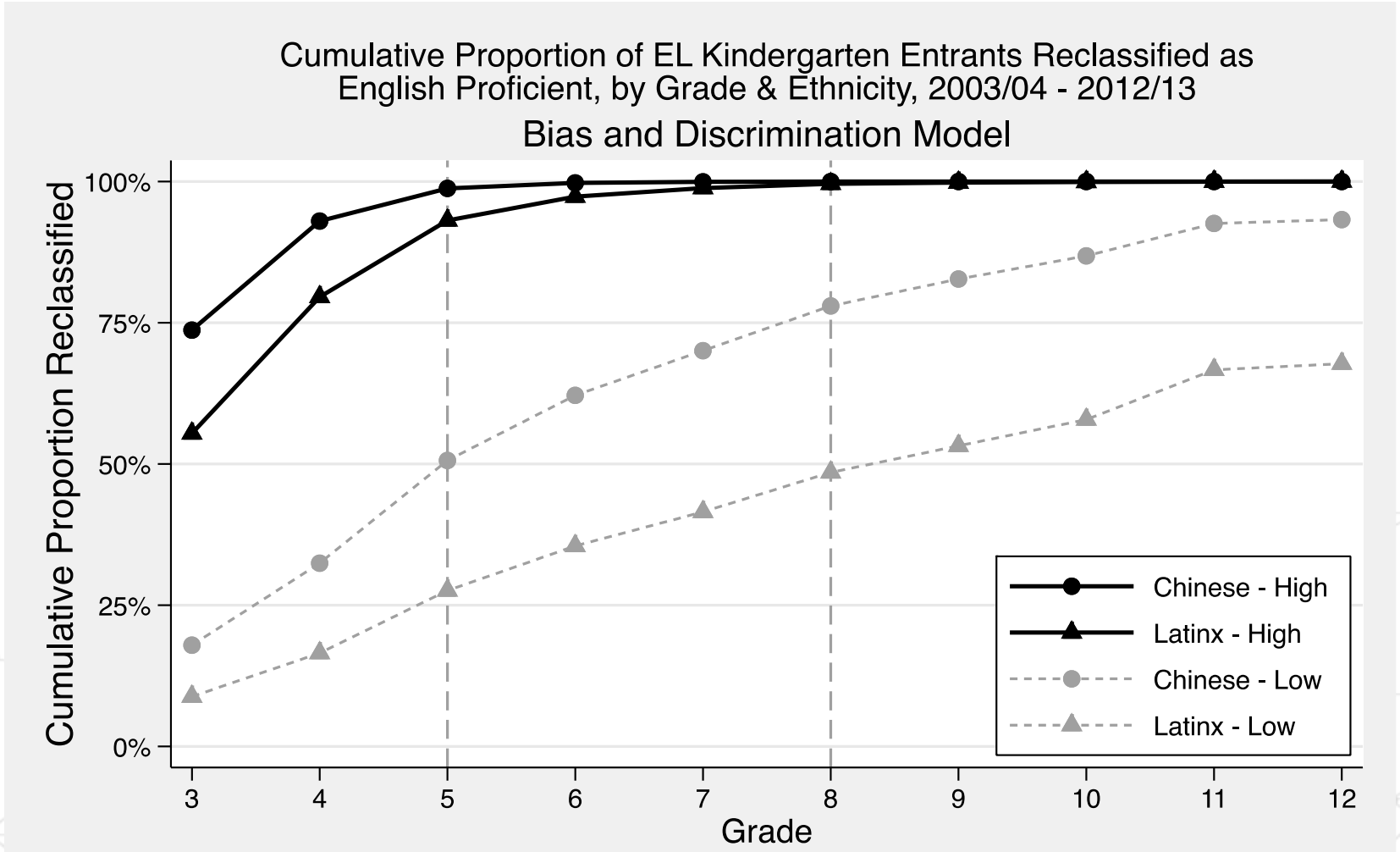
Policy Area 9: Reclassification

Reclassification policies are consequential for students and yet implementation has been highly variable and somewhat arbitrary.

- Consequential: changes in classes, peers, teachers, curricula, resources
- Academic criterion:
  - Serves to indicate preparedness for academic mainstream & keep pressure on EL services.
  - Problems:
    - Reflects curricular access (catch-22)
    - Bias in scores
    - Largest barriers in secondary grades
    - Holds ELs to a standard that non-ELs are not held to
- Subjective, non-standard criteria:
  - Can draw upon local knowledge of students
  - Problems:
    - Bias
    - Not-standardized
- Fewer criteria may be better
  - Less confusion & better implementation
  - Less likely to be held in EL status due to one of several criteria

For example:



Note: High model - All students eligible for reclassification in every time period based on test scores. Low model - No students eligible for reclassification in every time period based on test scores.

Policy implications:

- Remove link between EL status and curricular access
- Linguistic supports should map onto required proficiency level
- Simplify criteria complexity
- Remove academic criteria
- Limit to non-subjective criteria

Context: ELPAC live (examining relation to CAASP ELA); developing teacher observation protocol; in process of determining criteria.

In conclusion:

- Technical report
  - Identifies 9 critical policy areas for EL education
  - Embeds those areas into the EL Roadmap
  - Provides a review of current research-based knowledge in each area
  - Outlines policy implications based on that research
  - Links those implications to current CA EL policy

Tool in thinking through state level EL policy, & supporting implementation & actualization of current policies and policy framework

Thank you.

Go here for more details:

Contact:
ilanau@uoregon.edu

Upcoming PACE Events

March 28, 2019, 9:30am-12:00

Senate Hearing: Budget and Fiscal Review Subcommittee No. 1 on Education

- Featuring a GDTFII Finance Panel: Jesse Levin (adequacy), Paul Warren (special education), Cory Koedel (pensions), and Paul Bruno (health care costs)

April 12, 2019, 11:30am-1:00pm

PACE Seminar: Adequate Funding for California Schools.

Jennifer Imazeki (SDSU)

Jesse Levin (AIR)