



# Equity, Evidence, & Efficacy

Equity-Based Practices for English Learner Success in Our Schools!

Elena Izquierdo, Ph. D.



Houghton Mifflin Harcourt.  
The Learning Company

# Engage + Win!

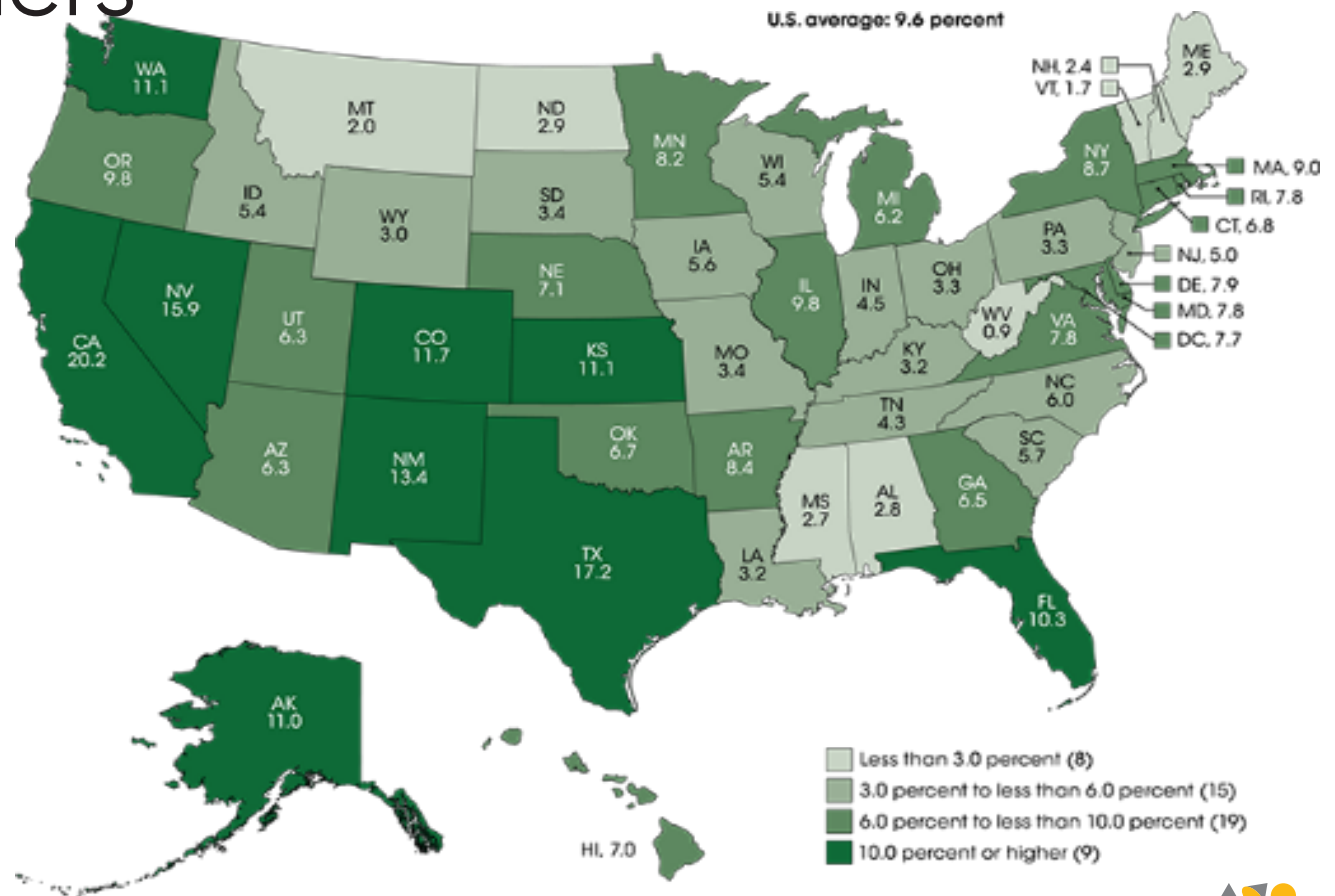
Participate in a poll  
question for a chance  
to win a classroom set!

#Lead2Literacy



# English Learners (ELs)

Fastest growing in  
35 of the 50  
states over the  
past 10 years.



## #Lead2Literacy

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2016–17.



# English Learners constitute 4.6 million of total student enrollment nationwide

## Top-4 Languages

Spanish	3,790,949
Arabic	129,386
Chinese	104,147
Vietnamese	78,732

## Race/Ethnicity

- 3.82 million Hispanic
- 77.2% overall EL enrollment

Asian (10.5%)	521,300
White (6.3%)	314,000
Black (3.9%)	193,500

## Top-5

English	70,000
---------	--------

Multilingual households from other countries

## Identified SPED

700,900 (14.2%) of ELs enrolled in public U.S. schools identified as students with disabilities

## Next Common

Somali	38,400
Russian	34,800
Hmong	33,100
Hatian	31,600
Portuguese	28,200

Where are ELs in academic achievement?

# The National Assessment of Educational Progress (NAEP)

- Assesses student performance in *reading* at grades 4, 8, and 12 in public/private schools across the nation;
- Defines what students should know and be able to do.

The  
Achievement  
Gap

## 2017 NAEP findings:

- Average reading score for 4th-grade EL students 37 points lower than average score for non-EL peers
- Average reading score for 8th-grade EL students 43 points lower than average score for non-EL peers

# Achievement Gaps

As a nation, English Learners lag behind in academic achievement and graduation rates

- Complex
- Challenging
- Influenced by other gaps

#Lead2Literacy



Other gaps  
pervasive in  
mindsets and  
common  
practices in  
working with  
English Learners

#Lead2Literacy

1

The Rigor Gap

2

The Technology and  
Resource Gap

3

The Professional  
Development Gap

# Achievement Gaps: Not exclusive to language proficiency

"ELs need to learn English first!"

"ELs not ready for rigor due to language proficiency."

Need for relevant Technologies and Resources

Need for relevant Professional Development

MINDSHIFTS: Classroom & School Policies \* Practices \* Relevant & Quality Resources \* Teacher Competencies

**Optimal Classroom Contexts Expand Learning Possibilities**

**Rigor, Language and Content Learning**

**English Learner Relevant Resources**

**English Learner Relevant PD**

#Lead2Literacy



"ELs need  
to learn  
English  
first!"

## Optimal Classroom Contexts Expand Learning Possibilities

#Lead2Literacy



- Build on language and culture as resources;
- Promote use of translanguaging;
- Build bridges between prior knowledge and new knowledge;
- Validate their identity.

"ELs not ready  
for rigor due to  
language  
proficiency."

## Rigor, Language and Content Learning

#Lead2Literacy



- Provide grade level challenging, and engaging activities to promote critical thinking;
- Plan activities that integrate language development and content learning;
- Provide routines and opportunities to use all four language domains in activities.



## UNIT 2

# Animal Intelligence

*Any glimpse into the life of an animal quickens our own and makes it so much more the larger and better [in] every way.*

— John Muir, naturalist

### Essential Question

What are the different ways that animals show intelligence?

Need for  
relevant  
Technologies  
and Resources

## English Learner Relevant Resources

#Lead2Literacy



- Motivating, engaging, on grade level, EL relevant resources/technologies to support learning;
- Scaffold academic language development and content learning with EL relevant resources/technology that support comprehension through visual, oral, reading, writing and listening.

Need for  
relevant  
Technologies  
and Resources

## English Learner Centered Curriculum

#Lead2Literacy

Start each lesson with skills toolboxes that provide students with vocabulary, research, speaking, reading, and writing information for different types of spoken and written expression.

### READING TOOLBOX

#### Making Inferences

When you're asked to make inferences from a text, look for what the text actually says and think about logical assumptions you can make based on the evidence. Sometimes, you need to use what you know about how people react in certain situations.

#### Useful Phrases

- ▶ \_\_\_ is based on \_\_\_
- ▶ \_\_\_ shows that \_\_\_
- ▶ \_\_\_ suggests that \_\_\_
- ▶ \_\_\_ leads to \_\_\_
- ▶ \_\_\_ indicates that \_\_\_
- ▶ \_\_\_ influences \_\_\_

Need for  
relevant  
Technologies  
and Resources

## English Learner Centered Curriculum

#Lead2Literacy

### **TEACHER FEATURE: Cognates**

*Factor* has cognates in most European languages and the word has also been adopted in some South and Southeast Asian languages, as well as Turkish and Farsi. The sounds of the different cognates are very similar—such as *facteur* (noun) in French.

Need for  
relevant  
Professional  
Development

Sustained, Coherent  
PD focused on  
intentional and  
systematic English  
Learner Scaffolds

#Lead2Literacy

- Second Language Acquisition;
- Routines for regularly integrating speaking, listening, reading and writing activities– Languageing!
- Integration of language development and content; learning;
- Scaffolds for content specific language development, vocabulary, academic literacy;
- Unpacking academic texts.

Need for  
relevant  
Professional  
Development

## English Learner Centered Curriculum

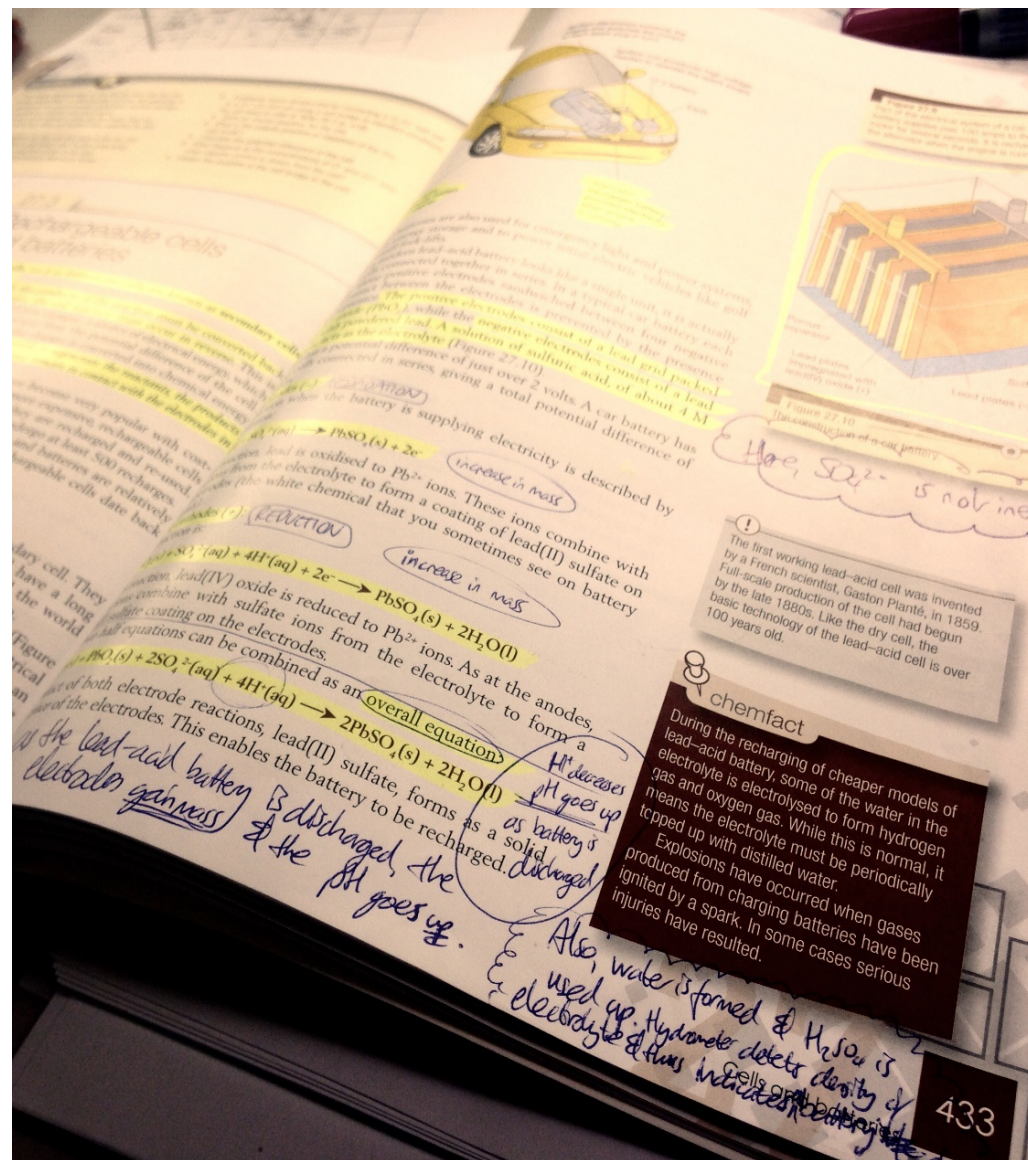
#Lead2Literacy

**Discussing the Purpose** With a partner, identify the narrator's point of view. How can you tell which point of view is being used? Support your explanation with examples from the text.

# Unpacking Complex Text

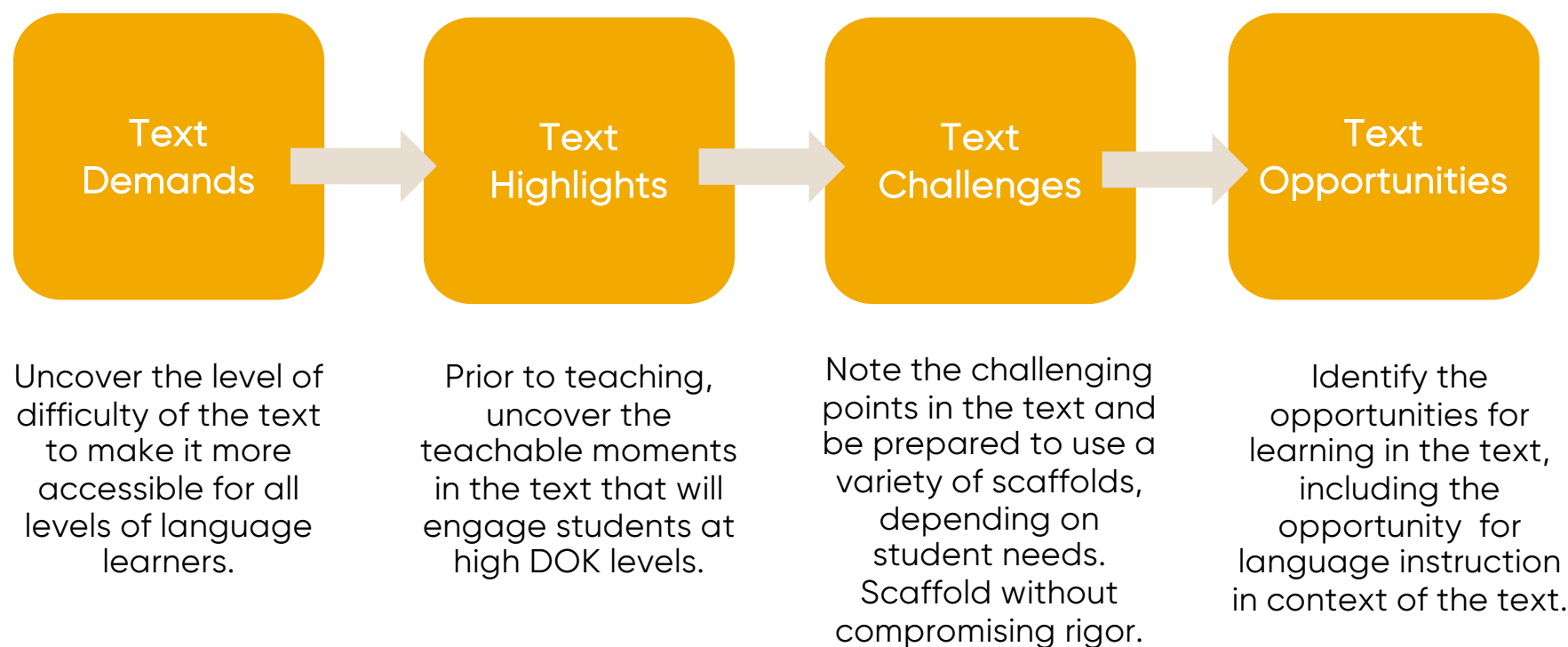
- Vocabulary
- Academic Language
- Literacy and Informational Evidence from Text
- Conceptual Knowledge

#Lead2Literacy



# From Theory to Curriculum Design

## Unpacking Complex Text



# Mindshifts for EL Success

English Learner  
Centered  
Curriculum

#Lead2Literacy

- Language learning and cognitive, academic development are mutually interdependent.
- EL intentional planning for teaching and learning guides, supports, and engages students in learning language while learning content.

# **Equity-Based Mindshifts, Evidence, and Efficacy**

#Lead2Literacy

Addressed both in and out of classrooms and schools, leverage academic progress and success for English Learners.

# Equity-Based Mindshifts, Evidence, and Efficacy... for English Learner Success!

## Equity-Based Curriculum

Rethinking school structures and curriculum practices centered on integrating relevant responsive planning and practices in professional development aligned to the needs of English Learners

## Evidence

English Learner relevant resources;  
Ongoing professional development centered on English Learner needs, and Provision and integration of technology—centered and relevant to English Learner needs.

## Efficacy

Achieved when these curriculum evidences in planning for English Learner equity become intentional and systematic in our practice.



#Lead2Literacy



# Equity Matters!

All educators can leverage academic success for English Learners by centering on equity-based resources, practices, and professional development.

How does the equity issue  
of English Learner  
progress and success  
manifest itself in your  
curriculum/school/district?



Thank you!

Questions?



#Lead2Literacy





**Houghton Mifflin Harcourt®**

The Learning Company™