



Understanding Our Early Reading for English Language Learners Standard

The program prepares elementary teacher candidates to teach reading to English language learners.

WHY THIS STANDARD?

Elementary teachers often serve as the first teachers of English to the increasing numbers of students who come to school speaking other languages. It is imperative that these teachers are equipped to take on the challenge of teaching these students how to read.

WHAT IS THE FOCUS OF THE STANDARD?

The standard evaluates whether reading courses for elementary teacher candidates present strategies to address the specific needs of English language learners.

Standard applies to: Elementary programs.

Standard and Indicators

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Rationale

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The rationale summarizes research about this standard. The rationale also describes practices in the United States and other countries related to this standard, as well as support for this standard from school leaders, superintendents, and other education personnel.

Methodology

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The methodology describes the process NCTQ uses to score institutions of higher education on this standard. It explains the data sources, analysis process, and how the standard and indicators are operationalized in scoring.

Research Inventory

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The research inventory cites the relevant research studies on topics generally related to this standard. Not all studies in the inventory are directly relevant to the specific indicators of the standard, but rather they are related to the broader issues that the standard addresses. Each study is reviewed and categorized based on the strength of its methodology and whether it measures student outcomes. The strongest “green cell” studies are those that both have a strong design and measure student outcomes.

Standard and Indicators

Standard 3: Early Reading for English Language Learners

The program prepares elementary teacher candidates to teach reading to English language learners.

Standard applies to: Elementary programs.

Indicator that the program meets the standard:

- 3.1** Reading courses deliver the instructional strategies necessary for teaching English language learners and require candidates to practice such strategies.

Rationale

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RATIONALE

Research base for this standard

A “strong research”¹ study found that when teachers of English language learners were trained in a specific model of instructing English language learners, their students made greater gains than the comparison group whose teachers had not received instruction in this model.²

Other support for this standard

Recognizing the need for stronger teacher preparation in instructing English language learners, Massachusetts – a state whose students outperform students in all other states – has started to standardize teacher preparation training. The state seeks to ensure that all teachers are equipped to teach to a diverse group of students. After the state’s education services for English language learners were found inadequate, Massachusetts developed a three-credit course required for all teachers as of 2016. In the course’s three sections, teachers learn about: 1) their responsibility to educate English language learners; 2) how people learn language; and 3) what instructional strategies and techniques teachers can employ with their English language learner students.³

- 1 NCTQ has created “research inventories” that describe research conducted within the last decade or so that has general relevance to aspects of teacher preparation also addressed by one or more of its standards (with the exceptions of the Outcomes, Evidence of Effectiveness, and Rigor standards). These inventories categorize research along two dimensions: design methodology and use of student performance data. Research that satisfies our standards on both is designated as “strong research” and will be identified as such. That research is cited here if it is directly relevant to the standard; strong research is distinguished from other research that is not included in the inventory or is not designated as “strong” in the inventory. Refer to the [introduction](#) to the research inventories for more discussion of our approach to categorizing research. If a research inventory has been developed to describe research that generally relates to the same aspect of teacher prep as addressed by a standard, the inventory can be found in the back of this standard book.
- 2 The model teaches techniques including using visuals and demonstration, slowing speech, and employing targeted vocabulary development. Echevarria, J. (2006). School reform and standards-based education: A model for English language learners. *Journal of Education Research*, 99(4), 195-210.
- 3 Maxwell, L. A. (2012, August). Mass. moves on ELL-training for regular teachers. *Education Week*, 31(37), 8-9. Retrieved February 5, 2013, from <http://www.edweek.org/ew/articles/2012/08/08/37massell.h31.html?r=2140887769>. Massachusetts Department of Elementary and Secondary Education. Rethinking Equity and Teaching for English Language Learners (RETELL). Retrieved from <http://www.doe.mass.edu/retell/>

National trends in the K-12 student population demonstrate why preparation to teach reading to English language learners is critically important. In the years from the 2002-03 school year to 2009-10, the number of English language learner K-12 students increased by 4.7 million, or 7.1 percent.⁴

School district superintendents also support this standard.

4 Lu, A. (2013, October 22). Who is an 'English-language learner'?. *Stateline: The daily news service of The Pew Charitable Trusts*. Retrieved from <http://www.pewstates.org/projects/stateline/headlines/who-is-an-english-language-learner-85899514092>. Education language learners: A growing – yet underserved – student population. *The Progress of Education Reform*, 14(6).

Methodology

How NCTQ scores the Early Reading for English Language Learners Standard

Standards and Indicators

DATA USED TO SCORE THIS STANDARD

Evaluation of elementary programs on Standard 3: English Language Learners uses the following source of data:

- Syllabi for required courses that address literacy strategies for English language learners

WHO ANALYZES THE DATA

One [reading subject-specialist](#) evaluates syllabi using a detailed scoring protocol from which this scoring methodology is abstracted. Ten percent of syllabi are randomly selected for a second evaluation to assess scoring variances.

SCOPE OF ANALYSIS

Scores of **undergraduate** and **graduate** teacher preparation programs on the standard are based on examination of syllabi in coursework that is deemed relevant because it addresses reading instruction or instruction of the English language learner. (A discussion of the use of syllabi for analysis of course content is provided [here](#).) Unlike the evaluation process for some other content standards, no distinction is drawn between undergraduate and graduate programs.

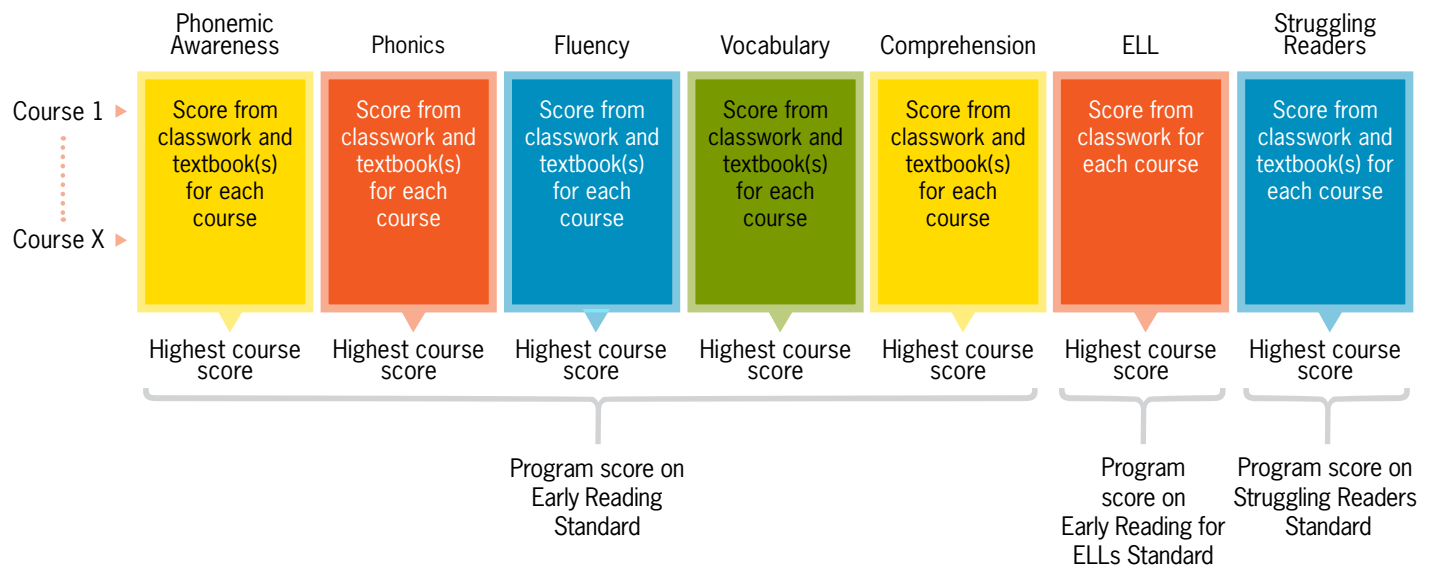
Analysts score syllabi based on coverage in lectures and elements of accountability (assessments, writing assignments, or actual teaching practice) of literacy strategies stated as being related to English language learners. The strategies designed for English language learners might relate to explicit reading instruction and supportive language activities. The analysis does not evaluate the utility of the strategies, only that they are cited as topics for instruction and/or practice.

The scores in each of these areas are proportional to the coverage. For example, the course receives minimal credit for lecture coverage if such strategies are a part of a single lecture and full lecture credit if they are the focus of two lectures.

In accordance with indicator 3.1, scores from the course syllabus become the course score.

The overall program score is the highest score in any course. A program can meet the Early Reading for English Language Learners standard only if it also meets or nearly meets the Early Reading Standard.

Evaluating reading coursework for the Early Reading, Early Reading for English Language Learners, and Struggling Readers Standards





Common misconceptions about how analysts evaluate the Early Reading for English Language Learners Standard:

- Any reference to strategies designed to instruct “diverse learners,” to teach in “culturally diverse classrooms” or to demonstrate “cultural sensitivity” is relevant to this standard. The focus of the standard is not the broad spectrum of strategies that may be used with English language learners; rather, it is specifically focused on strategies relating to reading instruction of English language learners. Thus, strategies relating to the students, context or dispositions above are not credited when they stand alone without additional references to reading and English language learners.
- Any required reading or literacy course is relevant to this standard. Every required course that addresses reading or literacy is screened by the analysts to determine relevance for this standard. Required courses that do not specifically address the essential components of reading instruction and English language learners — for example, courses that focus exclusively on the history and genres of children’s literature — are irrelevant for this standard and are not evaluated.
- Course objectives or standards mapping are interchangeable with specific lectures, written assignments, assessments, or practice teaching. Many syllabi laudably include objectives and goals for a course; however, the scoring protocol for this standard requires reviewers to look for specific instructional plans (lectures, writing assignments, assessments, practice teaching) that implement those objectives. In other words, an objective with no supporting texts, lectures, assignments, or practice teaching is not sufficient.

Examples of what satisfies or does not satisfy the standard's indicator

Delivery of relevant instructional strategies (Indicator 3.1)

 satisfies the indicator	 does not satisfy the indicator
<p>At least one course in a program has both lectures and practice that adequately address strategies necessary for teaching reading to the English language learner.</p> <p>Example from one course:</p> <p>Lectures:</p> <ul style="list-style-type: none"> ■ Adapting instruction to fit all learners ■ ELL students ■ Diversity in the classroom ■ Intervention programs <p>Practice:</p> <ul style="list-style-type: none"> ■ Lesson Plan: Accommodations for the English Language Learner should be identified throughout the lesson plan. ■ Individuals will present a Guided Reading lesson while managing centers for ESOL and General Education students. Individuals are expected to show how the strategies they have selected meet all students' needs. 	<p>No course in a program has any reference in lectures and practice to strategies necessary to teach reading to the English language learner.</p> <p>At least one course in a program has lectures and practice that adequately address teaching reading to English language learners, but the program does not meet or nearly meet the Early Reading standard.</p>

Research Inventory

Researching Teacher Preparation: Studies investigating the preparation of teacher candidates for Early Reading for English language learners

These studies address issues most relevant to Standard 3: Early Reading for English Language Learners

Total number of studies	Studies with stronger design		Studies with weaker design	
	Measures student outcomes	Does not measure student outcomes	Measures student outcomes	Does not measure student outcomes
4	1	1	0	2
	Citations: 1	Citations: 3		Citations: 2, 4

Citations for articles categorized in the table are listed below.

Databases: Education Research Complete and Education Resource Information Center (peer-reviewed listings of reports on research including United States populations).

Publication dates: Jan 2000 – June 2012

See [Research Inventories: Rationale and Methods](#) for more information on the development of this inventory of research.

1. Echevarria, J. (2006). School reform and standards-based education: A model for English-language learners. *Journal of Educational Research*, 99(4), 195-210.
2. Galguera, T. (2011). Participant structures as professional learning tasks and the development of pedagogical language knowledge among preservice teachers. *Teacher Education Quarterly*, 38(1), 85–106.
3. Spezzini, S. (2010). Effects of visual analogies on learner outcomes: Bridging from the known to the unknown. *International Journal for the Scholarship of Teaching & Learning*, 4(2), 1–30.
4. Teemant, A. (2005). Evaluating socio-cultural pedagogy in a distance teacher education program. *Teacher Education Quarterly*, 32(3), 49–62.



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