

**FLEXIBILITY PRINCIPLE 3:  
SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP**  
JANUARY 11, 2012

**INTRODUCTION**

Within the US Department of Education’s new flexibility initiative, there are three key principles, each with areas of focus. The third of these is that SEAs must develop and implement systems of determining and supporting effective instruction and leadership within schools. This brief looks at websites, documents, and resources produced by nationally-known organizations, federally-funded centers, research centers, and similar entities to identify resources that focus on supporting effective instruction and leadership for English Learners [ELs]. There were four specific focus areas identified for inclusion: how English learner [EL] growth (language, content, or both) is considered in teacher evaluations, the evaluation of EL specialists (e.g. ESL teachers), the evaluation of content area teachers who have ELs in their classes, and the differences in teacher evaluations between elementary and secondary teachers, who teach ELs.

This document provides an annotated bibliography for the resources that focused on ELs. For each resource, there is a full citation, a URL, and an annotated bibliography; if there are specific pages in which ELs are discussed, those page numbers are noted. Links to electronic copies of documents are provided when available.

**Disclaimer**

The links for resources listed contained in this document are provided as examples of what may be useful resources to States, and are provided for the convenience of the reader. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of these resources, nor does the inclusion of links to these resources represent an endorsement of these resources or the organizations that made them available. Readers are invited to review these resources and consider their possible use as they determine appropriate. There may be other resources available that might also be useful.

**ANNOTATED BIBLIOGRAPHY**

This bibliography annotates the portions of the cited documents that are related to ELs. In them, ELs are specifically mentioned (using one of several terms) in detail relating to the specific area of interest. All links were active as of January 3, 2012.

Bill and Melinda Gates Foundation (2012, January 6). *Measures of effective teaching project* website. Seattle, WA: Author. (<http://www.metproject.org/>)

This project is attempting to identify the best gauges of effective teaching. Ultimately, the project plans to devise a prototype teacher-effectiveness measure based on the findings. Among other implications, the study’s results suggest that observations of teaching practice hold promise for being integrated into teacher-

evaluation systems—if observers are carefully trained to ensure consistent application of the frameworks over multiple observations. Also, the study indicates that the gauges that appear to make the most finely grained distinctions of teacher performance are those that incorporate many different types of information, not those that are exclusively based on test scores. The report does not focus on EL students, but these results are consistent with other resources cited within the current annotated bibliography; the website contains links to multiple documents produced by the project.

Casteel, C.J. & Ballantyne, K.G. (Eds.). (2010). *Professional development in action: Improving teaching for English learners*. Washington, DC: National Clearinghouse for English Language Acquisition. ([http://www.ncela.gwu.edu/files/uploads/3/PD\\_in\\_Action.pdf](http://www.ncela.gwu.edu/files/uploads/3/PD_in_Action.pdf))

This monograph showcases professional development projects by school districts and colleges of education that train teachers to work successfully with English learners across the nation. The papers offer real-life examples of successful and innovative practices, including institutionalized mentoring programs, new classroom methodologies, best practices for ELs with disabilities, collaboration between colleges of education and school districts, and the evaluation of PD programs. These projects represent some of the most promising practices for professional development for teachers of ELs in the country. The volume also includes innovative and well-designed projects which draw funding from state and other sources.

Echevarria, J., Richards-Tutor, C., Chinn, V.P., & Rattleff, P. (2011). Did they get it? The role of fidelity in teaching English learners. *Journal of Adolescent & Adult Literacy*, 54(6), 425–434. (Electronic copy not available)

This article focuses on a study that was conducted looking at the fidelity in teaching ELs. The authors define fidelity as the degree to which an intervention or model of instruction is implemented as it was originally designed to be implemented. In this article the model of instruction is the Sheltered Instruction Observation Protocol [SIOP] model<sup>\*</sup>. The study looked at literacy improvement among students in middle schools that serve a high population of ELs. There were 8 teachers and 649 students in the treatment group (trained in SIOP) and 4 teachers and 372 students in the control group. The researchers were looking at how well content area teachers implemented the SIOP model with their ELs; specifically they were looking at content area growth among ELs. The authors measured student growth by comparing teacher observations in terms of how well they were implementing the SIOP model with that of student achievement. Although this article does not specifically address the formal evaluation of teachers, those in this study were observed by the researchers and instructional coaches and this information could be used to develop a formal evaluation for teachers that work with ELs both content and EL specialists.

García, P. & Potemski, A. (2009). *Key issue: Recruiting teachers for schools serving English language learners*. Washington, DC: National Comprehensive Center on Teacher Quality. (<http://www2.tqsource.org/strategies/recruit/recruitingTeachersforSchoolsServingELLs.pdf>)

Districts across the country are struggling to find enough teachers who are qualified to teach ELs. This is a complicated challenge because teachers of ELs must meet not only the highly qualified requirements for all teachers under the *ESEA* as reauthorized, but also the requirement for additional training specific to the needs of ELs. Moreover, that training depends on the program model that is used in the district. In order to meet this significant challenge, districts must broaden their current recruitment efforts and cast a wider net in order to recruit a larger pool of highly qualified teachers for ELs. This paper does not directly address the evaluation of ESL specialists. However, it does point to the type of teachers to be considered when hiring ef-

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\* The SIOP Model is a research-based and validated model of sheltered instruction. Professional development in the SIOP Model helps teachers plan and deliver lessons that allow ELs to acquire academic knowledge as they develop ELP. The Center for Applied Linguistics (CAL) participated in the development of the SIOP Model and continues to conduct SIOP research. The developmental work, research, and validation for SIOP occurred earlier than the timeframe for the current document. For further information, see <http://www.cal.org/siop> or <http://www.siopinstitute.net>.

fective teachers to work specifically with ELs and the type of skills that would lead to a positive evaluation in the classroom. To this end, the paper provides a framework for which a district could consider such things as hiring teachers who are familiar with the language and culture of ELs, recruiting teachers who can participate in certification programs to become certified to teach ELs, and to recruit teachers globally. Taking these factors into account ahead of the initial hiring process would greatly increase the effectiveness and teacher quality of those that work directly with ELs.

Goe, L., Holdheide, L., & Miller, T. (2011). *A practical guide to designing comprehensive teacher evaluation systems*. Washington, DC: National Comprehensive Center on Teacher Quality. (<http://www.tqsource.org/publications/practicalGuideEvalSystems.pdf>)

This was produced to serve as a guide for new ways of developing teacher evaluations to identify successful teachers, assist less successful teachers, and help all teachers improve their practice. A main components within this guide is looking at how to effectively measure student growth in terms of how teachers are evaluated. This document does not focus on ELs primarily, however this guide provides information that could be used to develop a teacher evaluation for those who work with English learners. On page 19, ELs are specifically mentioned when discussing the use of multiple measures in evaluating teacher effectiveness and student growth. The document does not distinguish between language and content growth, however it does stress the importance of using multiple measures to gauge teacher effectiveness in teaching ELs. This article promotes the notion that by using multiple measures when looking at teacher outcomes, evaluators will be able to get a more complete view of the teacher, especially when working with ELs.

Holdheide, L., Goe, L., Croft, A., & Reschly, D. (2010). *Challenges in evaluating special education teachers and English language learner specialists*. TQ Research and Policy Brief. Washington, DC: National Comprehensive Center on Teacher Quality. (<http://www.tqsource.org/publications/July2010BriefBAC.pdf>)

The TQ Center, with support from the Council for Exceptional Children and several national experts, conducted two studies. One analyzed state and district policy for evaluating EL specialists through an examination of relevant literature and current practice. Research suggests that evaluation systems should link student growth, utilize multiple measures to gauge teacher performance, and align with teaching standards as well as professional development. Although new models are emerging, it is difficult to connect student growth with what the teacher does in the classroom. At present few states take into account growth measures when looking at teacher evaluations. Even with newer evaluation systems like value-added models, they do not take into account ESL specialists when the evaluations are done. This article stresses the importance of co-teaching as way to better measure student growth in the classroom, and aligning it with teacher practices. The other study surveyed more than 1,100 state and district directors of special education and interviewed numerous administrators throughout the nation to: (1) define the specific challenges in evaluating special education teachers; (2) determine the current status of state and district policy and practice; and (3) identify promising evaluation practices and instruments.

Horwitz, A., Uro, G., Price-Baugh, R., Simon, C., Uzzell, R., Lewis, S., & Casserly, M. (2009). *Succeeding with English language learners: Lessons learned from the great city schools*. Washington, DC: Council of the Great City Schools. ([http://www.cgcs.org/cms/lib/DC00001581/Centricity/domain/35/publication%20docs/ELL\\_Report09.pdf](http://www.cgcs.org/cms/lib/DC00001581/Centricity/domain/35/publication%20docs/ELL_Report09.pdf))

This study looks at what schools are and are not doing to address the academic development of ELs. The Council of Great City Schools [CGSC], sought to explore the experiences of large, urban districts with differing levels of success in raising EL student achievement to shed light on potential strategies for EL reform. Specifically, the study aimed to investigate the district-level policies and practices, as well as the historical, administrative, and programmatic contexts of school systems that showed growth in EL student achievement from 2002 to 2006. At the same time, these experiences were contrasted with the experiences of districts that did not show as much growth in EL achievement during the study period. This study dealt primarily with teachers who had ESL students in their classrooms and not specifically ESL specialists. The

findings suggest that improvement for ELs comes when there is leadership and advocacy on behalf of ELs, empowerment of the ELL office (the director of EL Programs), and when there are external forces as catalysts for reforms (legal battles). The authors also found that when districts have comprehensive planning of strategies for ELs, support for implementation of these strategies, use student data effectively, and provide high quality professional development, can all lead to academic improvement among ELs. This article also addresses barriers to success, such as: no coherent vision on how to teach ELs, compartmentalization of EL staff, no authority of the ELL office, lack of leadership, and no systematic way to disaggregate student data. Although much of these findings look at issues from a district level, the findings could also be used to develop classroom evaluations of the teachers who work with ELs.

McGraner, K. L. & Saenz, L. (2009). *Preparing teachers of English language learners*. Washington, DC: National Comprehensive Center on Teacher Quality.

([http://www.tqsource.org/publications/issuepaper\\_preparingELLteachers.pdf](http://www.tqsource.org/publications/issuepaper_preparingELLteachers.pdf))

This Issue Paper presents a review of the policy environment for EL instruction. It also provides a review of the staffing problem in schools with EL populations and notes the need for effective preparation of mainstream teachers to address the needs of such students. It discusses the key characteristics of effective instructional practices for ensuring EL students' learning of academic content is supported by experiential evidence. In addition, it provides an Innovation Configuration for the preparation of mainstream teachers. This document does not focus on growth specifically but it does relate to issues regarding the evaluation and preparation of main stream teachers who have ELs in their classrooms, and provides guidance as to what should be taken into about when looking how ELs learn academic content.

National Comprehensive Center for Teacher Quality (2009). *TQ Research & Policy Update special edition*, p 1-5. Washington, DC: National Comprehensive Center on Teacher Quality.

(<http://www.tqsource.org/publications/July2010Update.pdf>)

This TQ Update highlights the challenges and considerations for regional and state education stakeholders by reviewing an upcoming brief on this topic. Also highlighted in this special edition of the TQ Update is a new online searchable database describing more than 75 different teacher evaluation tools, as well as recent technical assistance efforts conducted in collaboration with Regional Comprehensive Centers—all focused on teacher evaluation. Many of the links listed within this document, however, were not working at the time the current document was prepared. Within this policy update EL growth was mentioned in relation to teacher evaluations in that most evaluations do not accurately measure the achievement growth of the student to the growth to teacher effects. One of the goals mentioned within the document is to develop an understanding of approaches and models for measuring student learning and growth in the context of teacher evaluation as it relates to ELs.

National High School Center (2009, April). *Educating English language learners at the high school level: A coherent approach to district- and school-level support*. Washington, DC: Author.

([http://www.betterhighschools.org/docs/EducatingELLsattheHSLevel\\_042209.pdf](http://www.betterhighschools.org/docs/EducatingELLsattheHSLevel_042209.pdf))

The American Institutes for Research [AIR] and WestEd have completed a five-year evaluation of the educational environment for ELs in California under contract from the California Department of Education. The study results identify an array of factors that make a positive difference for EL achievement, not only in California but potentially across the country. The evaluation consisted of a mixed-methods approach—including case studies, phone and written surveys, statistical analyses of extant student performance data (statewide and from the Los Angeles Unified School District), stakeholder interviews, and document reviews—to address the research questions posed by the study. The study found that there is no single path to ensuring high EL achievement. Although this document does not specifically talk about “growth,” achievement can be inferred to show ways to improve growth among ELs. This document focuses on both content (achieving high academic standards) as well as increasing the language proficiency of ELs. There were several recommendations that were presented that showed what states and districts can do to improve the academic performance of ELs. The recommendations that deal specifically with growth and that could be used in an evaluation of teachers include implementing a well-defined, rigorously structured plan of instruc-

tion for ELs; ensuring that teachers are skilled in addressing the needs of ELs; systematically using data to assess teaching and learning; and ensuring appropriate deployment of skilled teachers to schools in which they are needed most.

Tanner-Smith, T., Jordan, G., Kosanovich, M., & Weinstein, C. (2009). *Principal's reading walk-through: Kindergarten-grade 3. Participant's guide*. Portsmouth, NH: RMC Research Corporation, Center on Instruction. (<http://www.centeroninstruction.org/files/PRWT%20K3%20Participant%20Guide.pdf>)

This participant guide was developed to be used as a professional development model for principals in elementary classrooms. Its purpose is to increase the number of classroom walk throughs that principals conduct regarding their teachers. While it does not specifically address ELs and only focuses on elementary teachers, it does have a checklist at the end of the document that could be used by elementary and even secondary principals when they are developing an evaluation model that takes into account ELs. This checklist has one box that specifically mentions ELs under "Teacher Instruction" page K-1 (this is the same checklist for grades, K-3), and asks if the teacher provides clear instruction to all students including ELs. Although this is only one aspect of the checklist for principal walk throughs, it could be used as a guide when developing a more in depth evaluation tool for teachers of ELs.

### REFERENCE LIST FOR ON-TOPIC RESOURCES THAT "MENTION" ELs

The following documents do not focus on ELs in relation to the specific area of interest; they are mentioned, but do not constitute a major area of discussion within the document. All links were active as of January 3, 2012.

Brown-Sims, M. (2010). *Evaluating school principals*. Washington, DC: National Comprehensive Center on Teacher Quality. ([http://www.tgsources.org/publications/KeyIssue\\_PrincipalAssessments.pdf](http://www.tgsources.org/publications/KeyIssue_PrincipalAssessments.pdf))

Cortez, A., & Villarreal, A. (2009). *Education of English language learners in U.S. and Texas Schools-Where we are, what we have learned, and where we need to go from here- A 2009 update*. San Antonio, TX: Intercultural Development Research Association. ([http://alex.state.al.us/ell/sites/alex.state.al.us.ell/ell\\_files/IDRA\\_ELL\\_Policy\\_Update\\_2009.pdf](http://alex.state.al.us/ell/sites/alex.state.al.us.ell/ell_files/IDRA_ELL_Policy_Update_2009.pdf))

Council of Chief State Officers: (2010, July). *Interstate teacher assessment and support consortium (InTASC) Model core teaching standards: A resource for state dialogue* (Draft for Public Comment). Washington, DC: Author. ([http://www.ccsso.org/Documents/2010/Model\\_Core\\_Teaching\\_Standards\\_DRAFT\\_FOR\\_PUBLIC\\_COMMENT\\_2010.pdf](http://www.ccsso.org/Documents/2010/Model_Core_Teaching_Standards_DRAFT_FOR_PUBLIC_COMMENT_2010.pdf))

Gallagher, C., Rabinowitz, S., & Yeagley, P. (2011). *Key considerations when measuring teacher effectiveness: A framework for validating teachers' professional practices* (AACC Report). San Francisco and Los Angeles, CA: Assessment and Accountability Comprehensive Center. ([http://www.aacompcenter.org/cs/aacc/download/rs/26517/aacc\\_2011\\_tq-report.pdf?x-r=pcfile\\_d](http://www.aacompcenter.org/cs/aacc/download/rs/26517/aacc_2011_tq-report.pdf?x-r=pcfile_d))

Gersten, R., Baker, S.K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). *Effective literacy and English language instruction for English learners in the elementary grades: A practice guide* (NCEE 2007-4011). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. (<http://ies.ed.gov/ncee/wcc/publications/practiceguides>)

Goe, L., Bell, C., & Little, O. (2008). *Approaches to evaluating teacher effectiveness: A research synthesis*. Washington, DC: National Comprehensive Center on Teacher Quality. (<http://www.tgsources.org/publications/EvaluatingTeachEffectiveness.pdf>)

Goe, L., & Holdheide, L. (2011). *Measuring teachers' contributions to student learning growth for non-tested grades and subjects*. Washington, DC: National Comprehensive Center on Teacher Quality. (<http://www.tgsources.org/publications/MeasuringTeachersContributions.pdf>)

- Herman, J. L., Heritage, M., & Goldschmidt, P. (2011). *Developing and selecting assessments of student growth for use in teacher evaluation systems*. Los Angeles, CA: University of California, Center for Research on Evaluation, Standards, and Student Testing (CRESST).  
([http://www.aacompcenter.org/cs/aacc/download/rs/26719/shortTermGrowthMeasures\\_v7.pdf?x-r=pcfile\\_d](http://www.aacompcenter.org/cs/aacc/download/rs/26719/shortTermGrowthMeasures_v7.pdf?x-r=pcfile_d))
- Herman, J. L., Heritage, M., & Goldschmidt, P. (2011). *Developing and selecting assessments of student growth for use in teacher evaluation systems* (extended version). Los Angeles, CA: University of California, Center for Research on Evaluation, Standards, and Student Testing (CRESST).  
([http://www.aacompcenter.org/cs/aacc/download/rs/27187/DSA\\_long\\_v6.pdf?x-r=pcfile\\_d](http://www.aacompcenter.org/cs/aacc/download/rs/27187/DSA_long_v6.pdf?x-r=pcfile_d))
- Koelsch, N. (2009). *Improving literacy outcomes for English language learners in high school: Considerations for states and districts in developing a coherent policy framework*. Washington, DC: National High School Center. ([http://www.betterhighschools.org/pubs/documents/NHSC\\_ImprovingLiteracy\\_010907.pdf](http://www.betterhighschools.org/pubs/documents/NHSC_ImprovingLiteracy_010907.pdf))
- Moughamian, A.C., Rivera, M.O., & Francis, D.J. (2009). *Instructional models and strategies for teaching English language learners*. Portsmouth, NH: Center on Instruction.  
(<http://www.centeroninstruction.org/files/Instructional%20Models%20for%20ELLs.pdf>)
- Olsen, L. (2010). *Reparable harm: Fulfilling the unkept promise of educational opportunity for California's long-term English learners*. Long Beach, CA: Californians Together.
- Protocol for Language Arts Teaching Evaluations. Stanford University.  
([http://cset.stanford.edu/media/PLATO\\_Overview.pdf](http://cset.stanford.edu/media/PLATO_Overview.pdf))
- Snipes, J., Soga, K., & Uro, G. (2007). *Improving teaching and learning for English language learners in urban schools*. Washington, DC : The Council of the Great City Schools.  
([http://www.cgcs.org/cms/lib/DC00001581/Centricity/domain/35/publication%20docs/Ell\\_Research\\_final.pdf](http://www.cgcs.org/cms/lib/DC00001581/Centricity/domain/35/publication%20docs/Ell_Research_final.pdf))
- Stepanek, J. & Raphael, J. (2010). Creating schools that support success for English language learners. *Lessons Learned*, 1(2), 1-4. ([http://educationnorthwest.org/webfm\\_send/1039](http://educationnorthwest.org/webfm_send/1039))
- Valli, L. & Buese, D. (2007). The changing roles of teachers in an era of high-stakes accountability. *American Educational Research Journal*, 44(3), pp 519-558. (An electronic version may be available through state or university libraries.)