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Eliminating Low Expectations for ELLs

by

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December, 2019

A capstone project submitted to the Department of Education and Human Development
of The College at Brockport, State University of New York in partial fulfillment of the
requirements for the degree of Master of Science in Education

ELIMINATING LOW EXPECTATIONS FOR ELLS

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Abstract

English Language Learners have reported feeling uncomfortable and stigmatized in U.S. mainstream classrooms as their teachers feel ill-equipped to address ELLs' linguistic, socio-cultural, and assessment challenges (Lucas, Villegas, & Freedson-Gonzales, 2008). The problem arises that teachers are not consistently creating and communicating high expectations for ELLs. The research suggests that this problem is related to teacher training inadequacy, misconceptions about ELLs' academic and linguistic development held by educators, and the lack of effective bilingual education. I designed a PD for middle and high school mainstream teachers. The PD will offer concrete ways for teachers to implement high expectations into their lessons such as creating language objectives sensitive to ELLs' linguistic and academic development. ELL education in mainstream classrooms can benefit from the information presented in this project as teachers can become more informed about and skilled in determining the best ways to support ELLs' linguistic, socio-cultural, and evaluative developments.

Keywords: English Language Learners (ELLs), low expectations, misconceptions, bilingual education, mainstream educators, ENL educators

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Chapter 1

What is the Problem?

The English Language Learner (ELL) population in the United States has been growing for years. According to “Our Nation’s English Learners” (U.S. Department of Education, n.d.), “the percentage of EL students increased in more than half of the states, with increases of over 40 percent in five states” between the 2009-10 and 2014-15 school years (para. 1). Let us consider the difference in ELL population from the year 2000 to the year 2016. The National Center for Education Statistics (2019) explains that in the year 2000 “8.1 percent, or 3.8 million students” in United States public schools were ELLs and that by 2016 that number rose to “9.6 percent, or 4.9 million students” (para. 1). According to Breiseth (2015), the ELL population has increased in some states by more than 200 percent. When thinking about English Language Learners, many people think of immigrants, of people who were born in another country, who were born to a different language and a different culture. With such a preconception, it becomes unbelievable that more than half of the English Language Learners in the United States were born on its land. According to Zong and Batalova (2015), English Language Learners (ELLs) born in the United States made up 85% of ELLs in grades PreK to 5th grade and 62% of ELLs in grades 6 to 12 across the country in 2013.

English Language Learners will continue to make up a large portion of our education system, so why are we not yet prepared to service them adequately? Why are we still, years later, not affording English Language Learners the high expectations they deserve as members of a country where education is to be equal for all, specifically in a state where “such students are [to be] provided opportunities to achieve the same educational goals and standards” and be provided “equal access to all school programs

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and services offered by the school district” (CR subpart 154-2 & 154-3, NYSED, 2014). How can all educators, ESOL and mainstream teachers included, raise their expectations of their ELLs and communicate them as well?

Significance of the Problem

As a new teacher who recently received her Bachelor’s degree in education and will soon receive her Master’s degree in TESOL, I can attest to the lack of reality and preparedness that college education programs provide to their teacher candidates. From my experience, college courses focus more on theory and ideology than strategies for approaching the cultivation of a healthy and successful classroom. There is more focus on perfect world scenarios than the realities of the public school system in relation to population, budget, living conditions, federal law, and other factors.

Education for ELLs has never stood on solid ground in this country. For years, families all over the country have fought for their students' equal access to and opportunity in education. With cases like *Plessy v. Ferguson* and *Brown v. Board of Education* paving the way by making "bilingual education for ELLs more feasible" and cases like *Lau v. Nichols* emphasizing the importance of providing an equal and meaningful education for ELLs through evaluation and differentiation. The research in bilingual education has changed, yet the views on it and ELLs in many ways has remained the same: low expectations from educators are still being placed on students whose native language is not English (Wright, 2010, p. 71). Why is this happening? I propose that the following three issues are at the root of these low expectations for English Language Learners: (1) inadequate teacher training and teacher preparation programs, (2) misconceptions about ELLs that transfer over from the lack of adequate

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training, and (3) the lack of effective bilingual education programs in the United States due to the country's perception of their significance and effect and educators' reluctance and/or unpreparedness to be educators of ALL students.

Three Issues Impacting ELL Student Population

New teachers enter the education world with hopes of helping children of all walks of life achieve their goals, yet they are not being instructed on how to help all their students achieve the high standards that are set for them. By not teaching all teachers about the rise in ELL population and how to teach ELLs of different levels within the same classroom with the same lesson, teacher preparation programs are leaving us at a loss. With programs that are not student centered, having low expectations of ELLs almost comes naturally because of the lack of attention given to them throughout the programs. This inattention then leads to misconceptions.

Despite being the land of the free, the land made up of and by immigrants, the United States' citizens, legislators, and educators are still unaware of the complexities that come with English Language Learners. When educators are not instructed on the factors that contribute to the educational success of ELLs, they are left to think that their ELLs learn in the same way as mainstream students and that second language learning is the same as first language learning. Educators start to believe in only what they see rather than what is. Rather than seeing a student in his silent period as taking in language, a teacher sees a disrespectful and possibly lazy student. Rather than seeing a student who is capable and even advanced in content areas, a teacher sees a student who performs below grade level standards because he does not have a mastery of English. These occurrences are what cause misconceptions within educators and their classrooms. For instance,

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during my practicum experience, two high school TESOL teachers placed low expectations on a newcomer ELL through their misconceptions about his attitude and his acquisition of English. Rather than speaking to him calmly about his behavior and leaving, the teachers imposed negative attitudes on him and spoke to each other in English about him while he sat in front of them. This experience supports that this issue goes beyond mainstream teachers and demonstrates that TESOL teachers are also responsible for holding misconceptions of ELLs. If the misconceptions are so widespread within a school system, we are incorrectly supporting our students with their social and academic needs.

From the teacher training issue and the misconceptions that stem from it comes the lack of effective bilingual education programs. August, Boyle, Cole, Simpson-Baird, and Tabaku (2015) explain that “Seven states have broadcast specific goals or value statements supporting [...] bilingual education more generally” and “Five states have laws that require districts to offer bilingual education programs when they serve a minimum number of ELs with the same language background” (p. 86-88). We, in New York State, can count ourselves as one of the five states from the latter statement, but we should take notice that the requirements vary from state to state. In all five of these states, districts with “20 or more ELs in the same grade level from the same language background” are mandated to provide bilingual education programs (August et al., 2015, p. 88). While this factor is the same in all five states, there is a variance in the selection of bilingual education that is required. For example, in New York and Texas, districts are able to select from different bilingual education programs, but in Connecticut, Illinois, and New Jersey, districts are only “required to provide a transitional bilingual program”

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(August et al., 2015, p. 88). Considering the differences in requirements between states, it is difficult to imagine our country having a solely positive perspective of bilingual education. If educators are not informed about their role in bilingual education or the purpose of bilingual education, they cannot effectively teach all their students or confidently provide their ELLs access to effective bilingual education.

I am an English Language Learner. I understand the challenges that some of our students are facing. However, I still feel unprepared to promote effective high student achievement due to the issues mentioned above. I was born in Puerto Rico, where English is taught in schools and where one is exposed to English in music, television, and film. I came to this country as a citizen by birth. My parents speak English fluently and each holds at least an Associate's Degree. I am fair skinned. I do not have an accent when I speak. I was Americanized early in my life. I am a privileged English Language Learner. I cannot speak to the challenges of most English Language Learners in this country because the English language and American culture were much more prevalent and influential in my home country than it is in the countries that many of our ELLs come from. That being said, in my role as a practitioner, I believe that we all need to be informed of the plethora of factors that impact our ELLs' education and learning opportunities. Educators need to be able to see through our own biases to battle the low expectations we and others have for our ELLs. It is only through this conscious action that we can provide our students with the education they deserve.

The issues presented in this chapter show the complexity of the low expectations problem. It is not simply about telling ourselves that our expectations of ELLs must be raised. The significance of this problem stems from the vast population that is being

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underserved due to our lack of preparation as institutions, our ignorance as educators, and our defiance of bilingual education as a country. A continuation in chapter 2, the literature review will provide a more detailed exploration of these issues as well as suggestions on how to begin changing our ways of thinking and our actions to raise and communicate high expectations of our English Language Learners.

Chapter 2: Literature Review

Given the growing population of ELLs and the lack of ESL instruction for all teachers, our good intentions sometimes communicate low expectations for our ELLs. Raising and communicating high expectations of ELLs matters because our students deserve a quality education. Of course, teachers do not set low goals intentionally, yet it is done with ELLs nonetheless. Seale (2018) puts it well when he explains that “there is an absolute wrong way to love our students... if our love is grounded in the soft bigotry of low expectations, it is the wrong kind of love” (p. 8). A lot of us love our students the wrong way without realizing it. We tell ourselves and others that our students’ lack of English proficiency will prevent them from being able to do academic tasks and learn about certain topics. As we will further find, this has a significant impact on ELLs because when we lessen or lower our expectations for them, “they know this, and equate it with teachers not caring about them [and when we imagine] what they are capable of accomplishing, students often take their cues from us” (Pillars, 2016, p. 7).

Inadequate Teacher Training

Providing our students the right kind of love is not always easy. When we deny them access to the education they deserve, we are most often just “trying to address [the] perceived needs of students” (Nora & Echevarria, 2016, p. 6). Nora and Echevarria explain that this problem exists because:

“Many [teachers] had not received sufficient professional preparation in how to teach students who are in the process of learning English or who have not yet mastered it. Their schools may not have been equipped with faculty members who spoke the languages of their students and may not have had the interpreters or

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materials to facilitate communication. They were communicating low expectations, limiting access to high-order thinking or academic content, and, in other cases, access to language learning” (p. 6-7).

In order to understand the issue of inadequate teacher training in bilingual education as it relates to the low expectations of English Language Learners, a number of topics need to be addressed: the historical perception of bilingual education, ELLs’ perceptions of themselves as learners in United States classrooms, TESOL, mainstream, and administrative educators’ experience in teacher preparation programs.

On the subject of historical perception of bilingual education, Gandara and Contreras (2009) indicate concerns about the research backing bilingual education and the perceptions that keep it from progressing. Gandara and Contreras state that in the past thirty years, “the only government sanctioned justification for bilingual education in the United States has been as a means to transition students as rapidly as possible into an English-only school experience” (p. 128). They go on to provide an overview of a number of studies commissioned by the federal government, the National Research Council, U.S. Department of Education, and the National Institute of Child Health and Human Development. Studies aimed at determining whether bilingual education or English immersion programs were more effective and found that “there was not enough evidence in favor of transitional bilingual education to mandate it as the favored approach for educating English learners” (Gandara & Contreras, 2009, p. 131). Despite this evidence, bilingual education came under fire during the Reagan administration. In the mid-1990s during Clinton’s administration, a study concluded that “When socioeconomic status is controlled, bilingualism shows no negative effects on the overall linguistic,

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cognitive, or social development of children, and may even provide general advantages in these areas of mental functioning” (Gandara & Contreras, 2009, p. 132). The authors also address the fact that the Bush administration refused to release a study conducted by the U.S. Department of Education and the National Institute of Child Health and Human Development which concluded that students should read in their native language where possible to build a foundation for their reading in English. This discussion of political issues has first, affected the progress of bilingual education and secondly, its impact on teacher training. Gandara and Contreras suggest that low expectations for ELLs is caused in part by government interest, by the interest of people who have likely never been teachers or seen the reality of diversity in schools within the United States.

Let us shift now to the student experience that reflects the effectiveness of teacher preparation programs. LeClair, Doll, Osborn, and Jones (2009) examine “the degree to which English language learners’ (ELL) descriptions of classroom supports for learning are similar to or different from the descriptions of non-ELL students” (p. 568). They preface their study with research stating that creating a welcoming and supportive learning environment can positively affect a student’s social development, as well as their academic progress and success. LeClair et al. (2009) suggest that English Language Learners see their environments as less welcoming and supportive than their non-ELL counterparts. This point is supported by Lucas, Villegas, and Freedson-Gonzalez (2008) who state that “ELLs have been found to feel stigmatized, anxious, unwelcome, and ignored in U.S. classrooms” (p. 5). In LeClair et al. (2009) study, a group of 257 upper elementary students in a Midwestern school district that consisted of ELLs and non-ELLs of varying ethnicities, was asked to complete a ClassMaps survey. It assessed students’

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self-regulation in the classroom as well as classroom relationships. English Language Learners rated their relationships within school as positive and their classrooms and classmates as orderly and likely to follow directions. Despite this result, ELL students described themselves as having "lower levels of academic efficacy [and their non-ELL peers as having] higher levels of behavioral self-control" (p. 574). This finding is important because it implies that ELLs are not always provided equal treatment or equal academic rigor when compared to their English-speaking peers. The negative self-reporting further supports the idea that educators are failing to communicate high expectations of their ELLs. LeClair, et al. (2009) suggest that "ELL students may be just as aware of the discrepancy between ELL and non-ELL academic performance as concerned administrators and policy makers" (p. 574). Regardless of this finding, the authors do not correlate negative self-reported views on performance with educators or their training to work with ELLs .

Much like the previous article, Baecher (2012) focuses on classroom perceptions, but rather than speaking to the experiences of students, she speaks to those of ESL and TESOL teachers. Baecher suggests that teachers who go through a teacher preparation program for ESL and TESOL do not receive adequate training to deal with the conditions and restrictions of a real classroom. The data collected by Baecher reflects the views of ESL teachers from elementary school to high school. Overwhelmingly, the main concerns of these teachers were helping their students meet academic goals, pass state assessments, improve motivation in undocumented students and those living in poverty, and being knowledgeable about their role as an ESL teacher. The data gathered by Baecher indicates that recent graduates of TESOL experienced discrepancies within their

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programs. One participant mentioned that she “often found [her]self being taught one thing by the student teaching professor and something utterly different from the cooperating teacher [due to the fact that she was] paired with average teachers” (p. 585). Another teacher candidate felt that courses overemphasize “ideals of inclusion and diversity [by expressing the] need to celebrate [it without focusing] more time on learning how to plan a lesson that celebrates [it]” (p. 585). Teacher preparation programs need to set teacher candidates up for success by focusing on relating the often focused on theory to the reality that teachers are facing in their own classrooms and communities. This new focus will allow colleges and universities to produce knowledgeable teachers whose expectations of their ELLs are based on the students’ individual strengths and needs, rather than on theory of how their education should be.

Diversity training for general education teachers. Given the challenges that TESOL teachers face when transitioning from pre-service teachers to in-service teachers, let us consider the teacher preparation that non-TESOL teacher candidates receive to work with ELLs. Khong and Saito (2014) reveal that only 13% of 422 mainstream K-12 classroom teachers received some training in ELL education. Furthermore, Khong and Saito state that “approximately 60% of deans of colleges of education admitted the lack of adequate focus on this matter in coursework of their teacher education programme” (p. 214) despite the majority of teacher candidates being white, monolingual English speakers. Watson, Miller, Driver, Rutledge, and McAllister (2005) shed more light on the inconsistencies of teacher training by indicating that “41% of current teachers in the United States have had English Language Learners as students in their classrooms, but only 13% of those teachers reported receiving any instruction or professional

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development on the education of ELLs” (p. 148). Clair (2000) explains that mainstream teachers “are not well prepared to help culturally diverse children succeed academically and socially, because pre-service teacher preparation programs have not offered sufficient opportunities for learning to teach culturally diverse students” (p. 1). Mainstream teachers not being provided instruction on ELLs explains why many of them hold misconceptions about ELLs and the way they learn, and why their expectations of ELLs do not match those of native English speakers.

Teacher training textbooks. In their study of twenty-five commonly used textbooks by education college courses, Watson et al. (2005) determined that only “one text in Foundations, two in English, and one in social studies devoted at least 2% of the total pages to the topic” of English Language Learners (p. 151). Moreover:

One rater pointed out that many texts explore the problems faced by ELLs but offer few solutions. Another indicated that the texts she explored rarely mentioned English Language Learners, but when they did it was often in a negative context and no recommendations were offered. Practical strategies for teaching English Language Learners, information pertaining to the assessment of ELLs, and instruction for making oral language comprehensible to the English Language Learner were almost nonexistent in most texts. (p. 151)

Provided that Watson’s piece was published nearly 15 years ago, it is possible that the data has changed as updated books on ELLs continue to be written and published.

However, given that the textbooks chosen for pre-service teachers in 2005 were not addressing the topic of how to best instruct ELLs, it can be implied that we currently have a teacher workforce that is inexperienced in the effective teaching of ELLs.

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Teachers cannot provide ELLs with appropriate support if educators are not being exposed to the research that dictates the efficacy of that support.

Personal ELL learning experience. As an English Language Learner who has gone to school in two states and one commonwealth of the United States, who has been both student and teacher, and who is pursuing a Master's degree in Teaching English to Speakers of Other Languages (TESOL), it has become abundantly clear that bilingual education and the ways in which it should be approached have not yet been established with success. With a topic as increasingly relevant as bilingual education, one would think that there would be more support and training provided to teachers in order to serve the best interest of their students. There is an expectation for teachers to implement ELL strategies and accommodations into their daily lessons. Yet, they are not being trained or informed about what the strategies are available or how or when practitioners can use them to improve instruction, class environment, or better performance in state tests. The expectation to support bilingual education students is there, but the support and implementation is not enforced. Menken and Solorza (2015) conducted a study in seventeen New York City schools, it was determined that teachers are not the only ones with little training on bilingual education. The study found that principals who were asked to establish a language policy for their schools were untrained in how to create such a policy despite having ELLs in their schools. It was also found that in order to receive their administrative certificates, the principals did not need to receive coursework regarding the education of emergent bilinguals. This lack of preparation to work with ELLs leaves school leaders with "limited understandings of bilingualism, language

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learning, linguistic diversity, or bilingual education” (p. 682) which is likely to translate into their teachers’ instruction and expectations of ELLs.

Misconceptions about ELLs

When teachers are not trained or prepared to educate our country’s growing diverse population, in particular ELLs, students are left to their own devices. Consequently, teachers are left with good intentions that sometimes do more harm than good. They are left with misconceptions that shape their attitudes toward ELLs and bilingual education. These same misconceptions are the ones that make us think we are doing what is best for our students, but ends up denying them the access and the rigor in education to which they are entitled.

Harper and de Jong (2004) communicate four common misconceptions that mainstream classroom teachers have about teaching ELLs. These misconceptions are based in two overarching ideas present in current teacher training for diversity: (1) “that the needs of ELLs do not differ significantly from those of other diverse learners”; (2) “that the discipline of English as a second language (ESL) is primarily a menu of pedagogical adaptations appropriate for a variety of diverse learners” (p. 152). In the previous section, we explored the ways in which teacher preparation programs are doing mainstream teachers a disservice in their absence of ELL strategy instruction. In this section, we will explore the harm that the absence of instruction on ELLs can do in the form of misconceptions.

Debunking misconceptions. The four misconceptions found by Harper and de Jong (2004) are: (1) exposure and interaction will result in English-language learning, (2) All ELLs learn English in the same way and at the same rate, (3) Good teaching for

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native speakers is good teaching for ELLs, and (4) Effective instruction means nonverbal support. The first of these misconceptions addresses the false idea that like learning one's native language (L1), simply exposing students to English will ensure that they will learn it. Flood and Lapp (1997) share the same list of misconceptions in their article as they debunk the myth that "immersion works for everyone" (p. 356). They explain that although many American descendants of immigrants believe that their ancestors prospered without special language programs, the reality of the matter is that language programs to maintain the native language while learning English were common and accepted among new arrivals to the country (Flood & Lapp, 1997).

The second misconception stated by Harper and de Jong (2004) that all ELLs learn English in the same way and at the same rate demonstrates the naivety of many mainstream teachers about the way ELLs acquire English proficiency. Some teachers do not understand the linguistic challenges that ELLs face as their social language develops at a faster rate than their academic language. Nora and Echevarria (2016) explain that attaining early advanced English proficiency, which is level 4 out of 5 on the ELL proficiency scale, "takes English learners four to six years to achieve" (p. 19). Despite ELLs' ability to progress quickly through levels 1 and 2, their progress slows between levels 3 to 5 because teachers tend to provide less "substantial context" (p. 20) and supports in the upper grades as the complexity of language increases and becomes more content specific.

To address the third misconception regarding good teaching for ELLs and non-ELLs, Harper and de Jong (2004) share a vignette in which an ESL specialist administers a professional development workshop for middle and high school mainstream teachers.

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Throughout this workshop, the ESL specialist shares strategies and techniques to support ELLs during instruction, to which the teachers respond positively, stating “that most of these techniques would be useful with all learners in their classrooms” (p. 153). The teachers are not acknowledging the challenges that come specifically with being an ELL. Rather, they are equating the challenges of their native speakers with those of ELLs, leading them to the conclusion that if all students struggle the same way, they will all benefit from the same good teaching. The next session of the workshop required teachers to create language objectives for a social studies lesson. Harper and de Jong (2004) report the activity made the teachers uncomfortable as they questioned its relevance to their content areas. Not seeing their role in the teaching of and planning for ELLs demonstrates the disadvantages at which some teachers place their ELLs and the harm in believing that good teaching for one is good teaching for all.

The last misconception presented by Harper and de Jong (2004) suggests that “teaching ELLs is largely a matter of helping them avoid the language demands of learning in school” (p. 157). This misconception supports the idea that good intentions are not always the right kind of love as avoiding language demands results in the communication of low expectations. Teachers who aim to help students avoid language demands through the use of tools such as nonverbal supports (graphic organizers, visuals, etc.) are neglecting the supports' purpose "as tools for language development within content areas" (p. 157). If teachers are not identifying the language demands within their content area that would be most challenging for ELLs, they are creating new challenges in their students' language development and lessening the chance of success in content assessment. In their book, Nora and Echevarria (2016) share other ways in which well-

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intentioned teachers communicate low expectations for their ELLs. These authors indicate that among misusing nonverbal supports as indicated by Harper and de Jong, other ways in which mainstream teachers can communicate low expectations of ELLs is by “calling upon them less often, asking them less challenging questions, delving into their answers less deeply, rewarding them for less rigorous responses, [and] giving them fewer and less challenging assignments” (p. 11). Unfortunately, when teachers ‘help’ their ELLs in these ways, they are expressing to all students that the lack of English proficiency keeps them from participating in lessons and successfully interacting with the content.

Flood and Lapp (1997) present some misconceptions about English language learning that Harper and de Jong (2004) do not mention. The first of these misconceptions is the belief that “students in bilingual programs do not learn English and that they never do well enough in academic subjects to join the mainstream” (p. 356). This statement implies that some educators are not receptive to the purpose of bilingual education and have not been properly trained in their role as teachers of ELLs. Research has proven that students in well-designed bilingual programs perform satisfactorily in academic areas. When allowed use of their native language in school, ELLs can avoid cognitive confusion and lags in academic achievement (Harper & de Jong, 2004). Unfortunately, some educators continue to believe that bilingualism is still a setback (Harper & de Jong, 2004). The final misconception shared by Flood and Lapp implies that “Teaching children to read in their native language hinders learning to read in English” because it confuses them and ultimately leads to illiteracy in two languages (p. 356). This myth has been disproven time and time again by researchers such as Krashen

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and Biber (1988) who firmly believe that the fastest route to second language literacy is through the first language. In fact, “children who are dominant in a language other than English acquire academic language and literacy skills rapidly and better in both [languages] when they attain literacy proficiency in the first language” (p. 357).

Educators need to look to this empirical evidence to inform our instruction of ELLs, rather than strictly trusting our own “common sense” and teacher preparation programs.

Bilingualism: a missed opportunity. In a separate article, Souto-Manning (2006) documents that the misconception that teaching a child two languages rather than one will reduce his/her cognitive ability to learn different concepts and content. This idea is still held by not only teachers, but by parents. In an experiment of her own, Souto-Manning (2006) documented a child’s bilingual development through his interactions with monolingual mothers and children. The goal was to determine whether observing bilingual development would shift the mothers’ opinions of linguistic diversity. To no surprise, she found that the monolingual mothers became impressed by the bilingual child’s ability to go back and forth with language without having it be an impairment on his cognitive development. The monolingual mothers’ and children’s low expectations of this child were raised simply by interacting with him. Hamers (2000) explains that despite having been thirty years since the first empirical evidence “on the positive relationship between bilinguality and [...] intellectual functioning for bilingual children, the stereotype of negative consequences still survives” (p. 86). When thinking back to the inadequacy of teacher preparation programs reported earlier, it is easy to see why the negative consequences remain extant. If our teachers are not being educated on the best practices and benefits of bilingual education and the education of ELLs, how are parents

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supposed to know any different? Besides this point, Souto-Manning (2006) also explains that although the perception of bilingual education in this country is riddled with misconceptions about its validity, multilingualism is the norm around the world, “as about half of the people in the world are at least bilingual” (p. 444). This statement demonstrates just how far behind we are in realizing the benefits of bilingual education and of being a bilingual learner.

In 2017, when my older sister enrolled her son, who was two at the time, into an early learning program at the local community college, she was urged to stop using Spanish at home. The reasoning was that it was likely confusing him and may have been too much language for him to handle. She was urged to speak only English at home, so that he could at least get a good grasp on one language first. As Souto-Manning (2006) states in her article, the early learning program was communicating to my sister the misconception that “bilingualism hinders cognitive development” (p. 445) because her son was developing language at a different rate than the other students in the class. The educators at the early learning center were denying my nephew “the positive skill” (Souto-Manning, 2006, p. 445) of being able to speak two languages because they could not see that being bilingual would put him at an advantage, as it would provide him with “more than one way of thinking about a given concept, making [him a] more ‘divergent’ [thinker] and [a] more effective problem [solver]” (Tse, 2001, p. 48). This is yet another example of how misconceptions among educators can lead to low expectations of English learners and alter their path to bilingualism.

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Ineffectiveness of Bilingual Education

Misconceptions of English Language Learners due to a lack of adequate and effective teacher training leads not only to a de-valorization of bilingual education, but a deep misunderstanding of its purpose and goals. Let us discuss the history of bilingual education, changes in policy over the years, and the perception of teacher roles in bilingual education to explore the ways in which bilingual education programs in the United States have led to educators having low expectations of their English language learners.

Historical perceptions of bilingual education. Throughout United States history, the perspective on bilingualism and bilingual education has fluctuated between disinterest, dislike, tolerance, like, interest, all in a matter of a few hundred years and for a variety of reasons and circumstances. During the Permissive Period in the 1700s, bilingualism and bilingual education, although not widely accepted, made their way into public and private schools (Baker & Wright, 2017). The Restrictive Period (1880s-1960s), called for a "push to monolingualism" (p. 5) as nationalist sentiments and the immigrant population increased (Ovando, 2003). For the next twenty years, the United States progressed in bilingual education after realizing that its inadequacy in foreign language instruction was preventing advancements in military and diplomatic affairs (Ovando, 2003). In today's period, we have seen the rise and fall of Proposition 227, the challenge on bilingual education program duration, and Betsy DeVos's plan to combine the Office of English Language Acquisition (OELA) into the Office of Elementary and Secondary Education (Mitchell, 2018).

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Prior to the 20th century, bilingual education was used for such things as increasing school attendance rates and bringing newcomers to a different faith (Baker & Wright, 2017). In the late 20th century, bilingual education was used through the Sink and Swim method due to the developing sense of nationalism in the country. Now in the 21st century, the goals of bilingual education are still evolving. In her article, Roberts (1995) states that “In general, national goals are of two types: assimilationist and pluralistic” (p. 371). While the current goal is to provide equitable instruction for all students through the guise of bilingual exposure and celebration, what we still see is a focus on getting non-English speakers to become proficient in English as quickly as possible even if it means losing their native language. Although the goal of bilingual education has become to produce literate bilinguals who are functional in both their home and new language, it can be implied that many educators have not caught on and remain with their preconceived notions of what bilingualism means in education.

Policy impact on bilingual education. In her article, Katz (2004) discusses the impacts of the No Child Left Behind policy on bilingual teachers and teacher educators in the United States from the perspective of an American teaching in Europe. She expresses a concern that the United States is "moving toward monolingualism at an unprecedented pace" (p. 143), calling the NCLB policy "an unofficial English Only coup" (p. 144) that has diminished the purpose of the Bilingual Education Act. The BEA was described by President Carter (1978) as being designed to help schools develop and implement programs to help non-English speaking students. Despite its intention, the BEA did not serve as a "true mandate for dual language instruction" (p. 144), which made it possible for the word bilingual to be removed from Title III's label: "Language Instruction for

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Limited English Proficient and Immigrant Students" (Katz, 2004). The simple removal of the word 'bilingual' not only emphasizes the perception of ELLs in this country as limited or less capable learners, but takes away the significance of being a bilingual learner.

When the benefits of bilingualism were rejected by the implementation of NCLB, teachers were left at a disadvantage. Katz (2004) explains that funding for professional development was cut in half in 2001, leaving teachers with less quality training to support their incoming learners. Nieto (2002) suggests that if teachers are qualified and trained in understanding the cultural and linguistic backgrounds of students, they will be able to more successfully support them on an academic and personal level.

When measuring the success of NCLB and Race to the Top (RTTT), Levine and Levine (2012) compare the legislations to business plans that the private sector is using to make a profit. Levine and Levine express that these reforms are based on assumptions about the education system that do not account for the realities of many U.S. public schools- realities like segregated schools, lack of appropriate teacher training, disparities between schools' resources based on location and demographic, and ,of course, growing ELL populations. In the 2002 Act, NCLB unreasonably mandated that by 2014, all students, including ELLs, be proficient on state tests. When Race to the Top took over, the goal was "to fund tracking systems linking every student's achievement test scores to each teacher who ever taught that student" (Levine & Levine, 2012). This meant that teachers, regardless of their classroom or community make up, would be evaluated based on their students' test scores rather than their actual teaching practices. As articulated by Levine and Levine (2012), "rather than treat teachers as production-line robots and

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children's test scores as products, we should work to upgrade the teaching profession" (p. 113).

Societal perceptions of bilingual education. Horenczyk and Tatar (2002) further emphasize the relationship between the history of bilingual education and teacher inadequacy and performance. They state that "teacher's approaches and behaviors toward culturally diverse populations do not exist in a social vacuum; rather they tend to reflect - and be affected by - the norms and values both of the larger society and of the educational settings in which the interactions take place" (p. 426). Additionally, Walker, Shafer, and Iiams (2004) support this point by explaining that bilingual education and the instruction of ELLs is influenced by the attitudes teachers develop about their communities within their communities:

As members of the communities they live in, teachers cannot help but be influenced by dominant societal attitudes. When teachers internalize dominant societal messages, they bring them directly into their schools and classrooms. School administrators, other school staff and parents all internalize societal messages, creating a school ethos that mirrors that of the community and the dominant order of society at large. (p. 131)

It can be implied that the reason we have low expectations for our ELLs is not just because we are not being trained and taught to do better, but because it has been the nature of our society for so long. According to Walker, et al. (2004), the policies mentioned earlier place "tremendous pressure on schools and teachers to better educate their linguistically diverse students [but] Instead of finding ways to constructively meet

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the new federal challenge, mainstream teachers may deflect their anger and frustration out on the very students [these policies are] supposed to help" (p. 134).

Mainstream teachers' perceptions of bilingual education. Given that the history and societal perceptions of bilingual education have a direct influence on the ways in which teachers view bilingual education and English Language Learners, it is important to explore the attitudes of mainstream teachers in relation to bilingualism. Walker et al. (2004) conducted a study to determine the attitudes of mainstream teachers on ELLs. They found that of the 422 teachers surveyed:

70% (n = 288) of mainstream teachers were not actively interested in having ELLs in their classroom. Fourteen percent (n=58) directly objected to ELL students being placed in their classrooms and 56% (n=230) responded neutrally to the idea. Twenty-five percent of teachers (n=103) felt that it was the responsibility of ELLs to adapt to American culture and school life while 30% (n=121) responded neutrally. Twenty percent of teachers (n=83) directly objected to adapting their classroom instruction for ELLs, and another 27% (n=110) were neutral on this issue. Additionally, while 87% (n = 368) of teachers had never received any professional development or training in working with ELLs, 51% (n = 212) said they would not be interested in training even if the opportunity was available. (p. 140)

Walker, et al. (2004) found that two common misnomers were key factors in teachers' negative attitudes about ELLs. These misnomers include the belief that "ELLs learn better if they are prohibited from using their native language in school [and the belief that] ELLs should be fluent in English after only one year of ELL instruction" (p. 144).

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Denying ELLs the opportunity to use their native language in the classroom will not only affect the students' academic success, but their linguistic and social development.

Likewise, teachers who expect ELLs to master English after just one year are ignoring the challenges that ELLs face within mainstream classrooms. The teachers are not considering the social or personal circumstances that could be preventing ELLs from progressing in proficiency, nor are they taking into account the linguistic challenges ELLs could be facing in their native language or in their transition into English. The findings made by Walker, et al. (2004) indicate that due to the historical and societal perspectives on bilingual education, mainstream teachers do not feel they should be responsible for ELLs as they do not see themselves as teachers of language. Rather, mainstream teachers feel that "English learners should be the sole responsibility of the ELL teacher" (p. 145).

Lee and Oxelson (2006) take the above findings further by inquiring about teachers' attitudes when it comes to the maintenance of ELLs' heritage language. To preface their findings, Lee and Oxelson point out that ELL success is heavily influenced by their opportunity to develop both English and their native language fully. Without this opportunity, ELLs are "significantly more likely to drop out of schools than those fluent in both languages" (p. 455).

The study Lee and Oxelson was conducted with 69 teachers, 31 of whom had an English as a Second Language (ESL) and/or a Bilingual Cross-cultural Language and Academic Development (BCLAD) credential. The study found that "Non-BCLAD/ESL teachers believed that the primary role of schools is to teach English and that the school, parents, and communities must all place English as the foremost priority" (p. 461). One

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teacher stated: “My primary concern is getting them ready to participate in this society and to do that they need English. I don’t know whose job it [heritage language maintenance] is, but...not mine!” (p. 462). These statements demonstrate the lack of information that many teachers have regarding bilingual education. They are not looking at education as a cultivator of individual minds, but as a machine that works in creating English sameness. Another alarming finding by Lee and Oxelson (2006) was the belief that language learning has to be “an ‘either/or’ choice rather than a ‘both/and’ alternative” (p. 463). Some teachers admitted to feeling that multilingualism was divisive and a source of ‘social problems’ within a classroom as not all students may be speaking the same language at all times (p. 463). The results from Lee and Oxelson's (2006) study suggest that teachers' attitudes toward bilingual education and ELLs are determined by the nature of the political environment, as mentioned earlier, and the preparation programs. Unprepared and untrained teachers are not seeing themselves as responsible for helping ELLs maintain their heritage language or for modifying their instruction to include the cultures of their ELLs. This discrepancy is denying ELLs the supports that have been proven to help in their language acquisition and maintenance, as well as in their ability to advance themselves in this country as bilingual and bicultural learners.

Solutions

We know the problem, we know the issues that influence it, but how do we solve it all? The simple answer is we do not. Problems as complex as these are not easily fixable. Yet we remain with a more difficult question: How do practitioners eliminate the low expectations of English language learners without completely rewriting and reconstructing our entire educational system? I have found a number of research

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supported solutions that address the problem of low expectations from the teacher level to the state and federal level.

What can teachers do in the classroom for ELLs? Let us begin with what we, as educators, can start doing almost immediately to solve our problem. The first thing we must do is get informed. We cannot raise our expectations of English Language Learners if we are not seeking information that will improve quality of teaching. Lucas, Villegas, Freedson-Gonzales (2008) propose six principles of second language learning that are highly relevant to teachers of ELLs. The first principle communicates that academic language proficiency develops at a much slower rate than conversational proficiency. This understanding can clear the misconception that ELLs who converse well in English, but perform poorly academically are just being lazy or not applying themselves. Secondly, Lucas, et al. (2008) suggest that teachers who understand the difference are more likely to provide ELLs with supports in completing academic tasks as well as actively incorporating ELLs into their lessons. This can be done mainly through the creation of both content and language objectives and other scaffolds. Along with this principle comes the understanding that the opportunity to use native language in social and academic settings helps ELLs' English language development and academic achievement. By understanding these concepts, we can eliminate our misconceptions that all ELLs are and learn the same. By documenting their proficiency at both the conversational and academic levels we can raise our expectations of ELLs by providing appropriate comprehensible input and "opportunities to produce output for meaningful purposes" (p. 363). Finally, Lucas, et al. express the importance of creating a safe,

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minimal anxiety classroom environment in which explicit attention is given to students' affective filter.

What can districts do for ELLs? Broadening the scope, we now move to what can be done at the school and district level to raise expectations of ELLs based on the issues presented earlier. Kim, Ereksen, Bunten, and Hinchey (2014) suggest that implementing a school-based professional development project regarding ELL instruction would improve the quality of teaching in a school building. In order for professional development to feel meaningful and worthwhile for teachers, the authors put forward four considerations for schools to be successful: (1) provide PDs during the school day, (2) make the relevance and practicality of information visible and explicit, (3) ensure a supportive and collaborative working environment in which teachers feel supported by each other and by administration, (4) encourage teacher commitment and participation by providing them with opportunities to apply new learnings to their specific content area with their content area colleagues. By implementing this professional development framework, teachers can take ownership and responsibility over their instruction of ELLs through their collaboration with content area and ESL teachers.

Another way schools and districts can support high expectations for English language learners is by implementing two way bilingual education or dual language programs. Dual language programs “provide students with inclusive access to the grade-level curriculum through two languages” (p. 56) as both English and non-speaking students are educated in two languages (DeMatthews & Izquierdo, 2018). A program such as this one “views cultural and linguistic diversity as assets” (p. 56) by providing both ELLs and native English speakers with positive attitudes toward other cultures and

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languages. Dual language programs communicate an asset mindset that supports the minimal anxiety classroom environment presented earlier by Lucas, et al. (2008). With all students experiencing second language learning, dual language programs provide equitable access to curriculum and high expectations for all students (DeMatthews & Izquierdo, 2018).

What can states and the federal government do for ELLs? Moving now into possible state and federal solutions to the low expectations problem, we will take a look at different teacher preparation suggestions and legislation that could improve our current situation. Samson and Collins (2012) address the inconsistencies within state teaching requirements and teacher preparation programs. They suggest that the quality of teachers educating ELLs can be improved by: having teacher preparation programs require coursework and field experiences in working with ELLs; ensuring that teacher observation rubrics have a section requiring teachers to demonstrate the ways in which they are meeting the needs of ELLs in their classrooms; and establishing that all teachers must take a minimum amount of hours in ESL if they will be working with ELLs in their classrooms. While some of these suggestions may sound idealistic, some states already started implementing some of these ideas. Florida, for example, determined that all teachers “must take at least three semester hours of teaching English as a Second Language, ESL” (p. 8) and fifteen semester hours in ESL if the teachers were to provide primary literacy instruction. Likewise, states like Florida, Massachusetts, and Texas have implemented “more detailed and comprehensive [teacher evaluation rubrics that] share specific references to the needs of ELLs” (p. 15). These three states, in turn, performed better on the National Assessment of Educational Progress than states where teacher

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evaluation rubrics do not include such specifications (Samson & Collins, 2012). Collins and Samson stress that “clearly [articulated] expectations for teachers may as a result foster specific teaching practices and behaviors that lead to improved outcomes for students” (p. 15). If expectations for educators of ELLs are clearly stated and enforced, raising our expectations of ELLs will follow as we become more informed and accountable about their learning.

Conclusion

Many current teachers struggle to communicate consistently high expectations to their ELLs due to their lack of preparation to work with ELLs. Teacher preparation programs are failing to address the real challenges ELLs face in our schools and the strategies and supports teachers should have available in order to support them. This inadequacy of instruction due to societal perceptions about bilingualism and ELL education leads to misconceptions about ELLs that affects instructional practice rigor. Chapter 3 will provide a PD design to mitigate the problem of untrained in-service teachers communicating low expectations to their ELLs. This PD will focus on what middle and high school mainstream teachers can do to incorporate high expectations and rigor into their lessons to challenge the thinking of all their students.

Chapter 3

The professional development workshop presented in this chapter is intended for mainstream content area middle and high school teachers. The workshop will be given in two sessions that will be approximately 90 minutes each. The purpose of the workshop is for teachers to actively think about the expectations they are setting for all their students and finding ways to raise their expectations of their students, in particular English Language Learners. The first session will focus on identifying low expectations in the teaching of ELLs. The second session will focus on identifying ways to raise expectations in the teaching of ELLs. For both sessions, the teachers will be provided a printed copy of the slides being presented by the speaker.

Day 1: Identifying Low Expectations

The first session will begin with teachers picking up the day's agenda (see Appendix A, Figure 1). The agenda will list the objectives for the day and will include all the necessary materials to complete the workshop. The objectives include: (1) Explaining the inaccuracies in misconceptions about ELLs; (2) Demonstrating a better understanding of the ELL experience in mainstream classrooms; and (3) Defining and identifying high expectations for ELLs in lessons. Throughout the session, teachers will explore what ELLs' experiences are like in mainstream classrooms, debunk misconceptions, and evaluate expectations for ELLs in instruction through collaborative activities, personal reflection, and explicit instruction.

Warm-up activity. Once teachers receive their agendas, the presenter will begin the workshop through an activity called The ELL Experience Experiment. Teachers will not be informed about the activity as its purpose is to mimic the experience and

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challenges ELLs face in mainstream classrooms where support is not provided. The presenter will begin the workshop by delivering an eighth grade reading lesson entirely in Spanish. The lesson presented will ask students to listen to a poem read in Spanish and determine at least two central ideas that can be justified with details and reasoning (see Appendix A, Figure 2). Students will then be asked to write their ideas on the paper provided (see Appendix A, Figure 3), share with partner, and then share with the whole class.

Rationale. Beginning the workshop with this warm up activity will provide teachers with a glimpse into the experience ELLs have in mainstream classrooms where linguistic support is not provided. Given that some of the teachers attending the PD speak Spanish, the experience will allow the presenter to display behaviors that communicate low expectations for the non-Spanish speakers. For example, when Spanish speaking participants show they understand the content and the tasks through their active participation, the presenter may call on them more often and avoid calling on the non-Spanish speaking participants. Thus, communicating low expectations for non-Spanish speakers (Nora & Echevarria, 2016). The purpose of this activity is to show teachers the ways in which ELLs often feel stigmatized, anxious, and confused in our mainstream classrooms without the use of language targets and scaffolding (Lucas et al., 2008).

Anticipation guide. Following the warm up activity, the presenter will switch to speaking English and begin the workshop as outlined in the agenda provided to teachers. After going over the objectives for the PD session, teachers will complete a five-statement anticipation guide that will help teachers in addressing common misconceptions about ELLs (see Appendix A, Figure 4). Teachers will first complete the

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guide independently, then be given time to discuss their choices with their partner or table group and change their responses if their partner's or table group's reasoning changed their opinion. Once all teachers have discussed their responses with a partner, the presenter will show the correct answers to the anticipation guide statements and explain the reasoning for each one. This activity will allow teachers to let go of misconceptions they held about ELLs and become more informed about the ways in which ELLs differ from our mainstream students.

Rationale. The use of an anticipation guide with misconceptions about ELLs at the start of the workshop provides teachers with an opportunity to apply their prior knowledge and beliefs about ELLs to simple statements that relate to their career experiences. Herber (1978) presented anticipation guides as scaffolding for student understanding. They are intended to activate prior knowledge, help connect new information to prior knowledge, and help understand conceptual messages within a lesson.

Rubric for low v. high expectations: A tool for reflection. The anticipation guide activity will lead into the definition and identification of low and high expectations for ELLs. The presenter will use explicit instruction to demonstrate the difference between low and high expectations by providing examples of both. After this instruction is done, the presenter will ask teachers to read through the High Expectations Rubric in their materials packet (see Appendix A, Figure 5). This rubric is intended to help teachers plan and reflect on lessons based on the expectations they set for their learners. After reading through the rubric, the presenter will ask teachers to reflect on their experience at the beginning of the workshop when instruction was being delivered in Spanish. First,

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educators will be asked to reflect on the lesson from the perspective of a student: How did you feel? What challenges did you face? What strategies did you use to help yourself? Were you successful in completing all the tasks? What did you do when you got stuck? Were you able to relate to the content? Then, teachers will be asked to reflect on the lesson from the perspective of a teacher or an evaluator: What was the objective of the lesson? What were the expectations for all learners? What supports were provided for students? How did the teacher engage the students in the learning? Did all students participate equally? Teachers will reflect on their experiences with their table mates, then share with the whole group as the presenter writes their responses for all to see. Teachers will then be asked to use the High Expectations rubric to rate the Spanish lesson provided at the start of the workshop and describe what changes could be made to communicate high expectations for all learners (see Appendix A, Figure 6).

Rationale. The solutions presented in Chapter 2 indicate that in order for teachers to raise their expectations for English Language Learners, teachers should be provided with professional development opportunities in which the relevance and practicality of information is visible and explicit (Kim et al., 2014). The presenter is using explicit instruction and explanation regarding low and high expectations for ELLs. This provides teachers with relevant information they can begin to apply to their instruction and planning. The reflection activity in which teachers are asked to consider the Spanish lesson through a student's and teacher's/evaluator's perspective is supported by the Constructivist theory and Dewey's (1933) statement that "We do not learn from experience. We learn from reflecting on experience" (p. 78). By reflecting on their

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experience as educators and learners, the teachers will be able to internalize the information they have learned throughout the workshop.

Closing. The first session will end with two tasks. Teachers will be given a take home task in which they will apply the High Expectations rubric and their new learnings to a lesson they have not yet taught. They will be expected to rate their lesson with the rubric before and after teaching to determine if the expectations they set were high for all students and how the lesson could be changed to raise expectations. Teachers will be asked to bring the analyzed lesson and completed rubrics to session two of the workshop. Finally, teachers will be asked to grab two sticky notes from their table and write a new learning about ELLs on each one to post on the New Learnings chart as they leave (see Appendix A, Figure 7).

Rationale. The take home activity in which teachers are to apply the High Expectations rubric to a lesson before and after teaching it is supported by the above mentioned constructivist theory which claims that people learn through reflection of their own experience. This activity is also supported by Kim et al. (2014) as it provides teachers with opportunities to apply their new learnings to their content areas.

Day 2: Raising Expectations for ELLs

At the start of session two, teachers will pick up the day's agenda and sit according to content area (see Appendix A, Figure 8). The objectives for this session include: (1) identifying ways in which to raise expectations for ELLs, and (2) constructing language objectives to support ELLs' participation in content lessons. Throughout this session, teachers will receive explicit instruction, work in small groups, and work in pairs to practice communicating high expectations for their ELLs.

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Warm-up activity. At the start of the workshop, the presenter will review content from the previous session by reading out the new learnings teachers had written at the end of session one (see Appendix A, Figure 7). Then, as a warm up activity, teachers will be asked to take out the lesson they chose to rate using the High Expectations rubric and share it with another teacher at the table (see Appendix A, Figure 5). Teachers will participate in a Think, Pair, Share to determine the similarities and differences between each teacher's instructional choices and findings that scaffold instructions and provide opportunities for everyone to contribute during the lesson. During the Share section of the activity, teachers will be able to determine common mistakes and common strengths in their instruction that either provide or remove high expectations for ELLs.

Rationale. The review at the beginning of the workshop is intended to activate teachers' prior knowledge in order to assist in their comprehension and grasp of the new information in session two. By providing teachers with their own words from session one to activate their prior knowledge, they will not only feel a sense of ownership over the content in the workshop, but they will also be able to more easily comprehend and build new knowledge (Iris Center, n.d.). The warm-up activity in which teachers conduct a Think, Pair, Share will encourage teacher participation as it provides them with opportunities to share their new learnings with their content area colleagues (Kim, Erekson, Bunten, & Hinchey, 2014).

Explicit instruction: how to apply high expectations. After teachers share the ways in which they were able to engage and challenge their ELLs based on the lesson they rated using the High Expectations rubric, the presenter will share four ways in which educators can implement high expectations in their lessons. Each suggestion will be

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coupled with an example of how it can be applied to the Spanish lesson presented in session one. This will ensure that teachers can see how the suggestions can be incorporated into instruction and planning. Once all four suggestions have been defined, the presenter will focus on the implementation of the first suggestion: creating content and language objectives for every lesson. The presenter will show teachers the difference between content and language objectives. The presenter will then provide teachers with side by side examples of content objectives for different content areas with their language objective equivalents.

Rationale. The use of explicit instruction in this section of session two is intended to showcase the importance of the provided strategies to teachers. Each explicit explanation of how to raise expectations for ELLs is followed by a concrete example of how to apply it. The decision to focus on the creation of language objectives is to emphasize the importance of identifying key vocabulary and concepts students need to read, write, and speak about the given topic and participate and succeed in the provided tasks (Nora &Echevarria, 2016).

Gallery walk. Once teachers are able to distinguish the difference between content and language objectives, each group will be provided with a content objective for which the members of the group will have to create language objectives (see Appendix A, Figure 9). Teachers will be provided a paper with language objective verbs to facilitate their completion of the activity (see Appendix A, Figure 10). The presenter will provide teachers with three minutes at each table to compose a language objective fitting the content objective provided. When teachers have written a language objective at each table, they will return to their original table and read through the language objectives

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written for their specific content areas. Here, the teachers will discuss how the language objectives relate to the content objective, the four language domains, and the different student levels. This discussion will lead to a better understanding of the purpose of language objectives and make teachers more comfortable with creating and applying language objectives in their lessons.

Rationale. Gallery walks are intended to provide participants with an opportunity to move around the space and approach different questions or tasks with a team. The purpose of using a gallery walk as the activity to help teachers in creating language objectives for different content areas is to ensure collaboration among colleagues. This strategy also allows all teachers to compose language objectives for content areas besides their own. At the end of the gallery walk, when teachers return to their original charts or stations, as experts in their content areas, they will be able to synthesize the information written by their colleagues and share it with the whole group (Francek, 2006). The prompts include the following questions: Do the language objectives relate to the content objectives given? Were all different student levels addressed in the creation of language objectives? What was your experience writing language objectives for other content areas?

Lesson adaptation. As a final activity, teachers will pair up with a content area colleague to make adaptations to the lesson they brought in for the day's session. Together, the teachers will create language objectives to match their content objectives based on their students' levels and needs. The teachers will also read through their lessons to determine other supports that could be added to communicate high

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expectations for their English Language Learners. This activity will take around 20 minutes.

Rationale. The purpose of a lesson adaptation activity at the end of the session two is to bring teachers' learning full circle. The lesson teachers bring in for session two has already been analyzed through the use of the High Expectations rubric provided in session one. This activity allows teachers to apply their new learning to a lesson they are already familiar with. By allowing teachers the opportunity to edit and adapt their own work through collaboration with content area colleagues, teachers' commitment and participation are elevated as they can see the practicality of the exercise (Kim et al., 2014).

Closing. Before teachers leave, the presenter will ask them to complete a short exit slip in which they will share two new learnings from session two, two ways in which this workshop has been relevant to their instruction, and two suggestions they may have for future workshops on the topic of low expectations for ELLs (see Appendix A, Figure 11).

Rationale. The purpose of this workshop is to expose teachers to what low and high expectations look like and how to reflect on their practice to raise their own expectations of ELLs (see Appendix A, Figure 12). The activities and procedures used during both sessions of the workshop are models of what teachers can use in their classrooms. Throughout the workshop, teachers will participate in modeling, explicit instruction, self-reflection, collaboration with content area teachers, Think-Pair-Shares, gallery walks, and peer editing. Each activity in the workshop contains components of how teachers can communicate high expectations for their ELLs.

Chapter 4

Actions and Findings

My goal was to determine how educators could raise their expectations of English Language Learners. I found three large issues impacting teachers' expectations of ELLs including: inadequate teacher training, misconceptions about ELLs, and the perceived effectiveness of bilingual education. General education teachers are not receiving appropriate and accurate training to work with the ELL population. The lack of training exists in pre-service programs and continues in many in-service professional developments. Rather than focusing on ELLs, pre-service training programs and schools for in-service teachers mostly focus on the needs of diverse learners in general. When pre-service educators are expected to work with the ELL population, they often feel unprepared to work which sometimes leads to believing misconceptions about ELLs. Many teachers have not received proper training to teach ELLs, giving rise to the misconception that ELLs' needs are the same as other diverse learners. Ultimately, the lack of training can lead teachers to become frustrated with ELLs' academic achievement and perpetuate misconceptions between linguistic academic skills and performance in everyday English use and academic English. Likewise, this frustration with students can transfer into a frustration with bilingual education because the understanding of second language acquisition and learning is lacking. This is a dangerous cycle that educators must work to change.

Implications for ENL Teachers

As indicated by the research, ENL teachers are the only ones who are required to take courses that focus specifically on the needs of English Language Learners. This

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information implies that ENL teachers need to act as leaders in their buildings to ensure that their students are being serviced properly and that their colleagues are properly informed. As mentioned in the solutions section of Chapter 2, schools can develop their own professional development programs to encourage collaboration among teachers in determining the best ways to instruct all students.

The information presented in Chapter 2 also indicates that although ENL teachers receive training to work with ELLs, many of them do not feel adequately prepared or supported in addressing the needs of their ELLs. This problem suggests that ENL teachers are also susceptible to believing misconceptions and communicating low expectations to ELLs. In light of these issues, ENL teachers must remain self-reflective and well-informed.

Implications for non-ENL Teachers

As previously mentioned, mainstream teachers do not always receive ELL specific training within their teacher preparation programs. This lack of information discourages mainstream teachers from seeing themselves as teachers of ELLs. In order to raise their expectations of ELLs, non-ENL teachers need to leave behind the idea that ELLs come here with nothing and embrace the reality that ELLs come here with everything, including challenges that will impact their learning.

Since the national population and demographics are changing, teachers should expect to teach ELLs. Therefore, all teachers of ELLs should seek out training and competencies on ways to remedy linguistic, academic, and socio-cultural challenges ELLs face in our schools. Oftentimes, the above-mentioned challenges are interconnected and affect greatly the lives of our students. By learning about the different factors in an

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ELL's life that can impact his academic achievement, teachers can access the forms of instruction and supports that will work best for each student.

Implications for Student Learning

English Language Learners have reported not feeling as welcomed or as comfortable in U.S. schools as their English-speaking peers. ELLs have also reported not being as academically proficient as their English-speaking peers. Research suggests that ELLs are being treated and perceived as less capable than native English speakers. In order to ensure that ELLs feel more welcomed in school, instruction needs to be culturally responsive and allow opportunities for ELLs to see themselves represented in the content. The PD presented in Chapter 3 illustrates some ways in which ELLs' culture and language could be incorporated into a lesson without changing the standard or the learning goal. With thought-out content and language objectives, ELLs can be actively incorporated into lessons which will improve their participation and motivation.

Further Research

It is evident that both ENL and non-ENL teachers feel somewhat unprepared to effectively teach ELL students in their classrooms. The reasons for this feeling of inadequacy could match the issues presented in this project or they could vary. Regardless, the fact of the matter is that teachers' performance in ELL instruction is not reaching the desired result. In order to find out how teacher preparation programs are failing teachers, further research needs to be done on the transition between pre-service training and in-service work. Teacher reflections and evaluations could help determine the gap between college courses and classroom instruction.

ELIMINATING LOW EXPECTATIONS FOR ELLS

This project addresses the low expectations that teachers have for ELLs as a general group. It does not shed light on the subgroups that lie within such as ELLs with special needs and ELLs with interrupted learning. The research presented in this project focuses on ELLs as general education students learning a new language and the ways in which educators perceive and instruct them. Further research on the impacts of being an ELL with a disability would be important to explore as a common misconception about ELLs is that they all acquire language the same way and at the same rate. The PD for this project aims to help teachers recognize the low expectations they may inadvertently be applying to their ELLs and provides ways to raise these expectations. The most prevalent of these suggestions is the creation of content and language objectives for each content area. Further research on developing professional developments to help all content area teachers create meaningful and quality language objectives would benefit both teachers and students as it would remove the misconception that ELLs are the sole concern of the ENL specialist.

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Appendix A

PD Product Materials

Figure 1. Agenda for Session One of the PD

Raising Expectations for ELLs Agenda: Session One	
Objectives:	
<ol style="list-style-type: none">1. Explain the inaccuracies in misconceptions about ELLs.2. Demonstrate a better understanding of the ELL experience in mainstream classrooms.3. Define and identify high expectations in lessons.	
Materials:	
1. Anticipation Guide	3. Lesson Rating
2. High Expectations Rubric	4. Sticky Notes
Activities:	
<ol style="list-style-type: none">1. Outline objectives.2. Debunk misconceptions about ELLs - Anticipation Guide.3. Explain and demonstrate the difference between low and high expectations in ELL instruction.4. Reflect on lesson construction and delivery from a student standpoint and a teacher or evaluator standpoint.5. Determine the high expectations in a lesson using the High Expectations Rubric.6. Exit Slip: Write two new learnings on sticky notes and post them on the New Learnings chart.	

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Figure 2. Poem used for Warm-up Activity

“Extranjera Legal” por Pat Mora

*Teachers will receive a copy of the poem during the PD.

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Figure 3. Spanish Central Idea Activity for Warm-up Activity

Nombre _____	Fecha _____
Idea Central	
Después de leer el poema “Extranjera Legal” por Pat Mora, identifique al menos dos ideas centrales en el poema. Asegúrese de usar detalles del poema y razones para soportar su reclamo.	
Idea centrales	
1.	_____
2.	_____
3.	_____
4.	_____
Razones	
1.	_____

2.	_____

3.	_____

4.	_____

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Figure 4. Anticipation Guide to Address Misconceptions about ELLs

Anticipation Guide		
Use your own knowledge about and experience with ELLs to determine whether the statements provided below are true or false.		
T	F	Statements
		Exposure and interaction in English will lead to English language learning.
		All ELLs learn at the same rate and in the same way.
		Good teaching for English speakers is good teaching for ELLs
		Effective instruction means nonverbal supports
		Participating in ELLs' native language in school hinders their English academic development.
Notes:		

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Figure 5. High Expectations Rubric to Analyze Lesson Construction and Delivery

High Expectations Rubric				
Use this rubric to determine whether the lesson being created or delivered is communicating high expectations for all learners, including ELLs.				
Score	1- Low Expectations	2	3	4 - High Expectations
Criteria	Few to no students are provided opportunities to participate in the lesson. Few to no students are appropriately challenged in the work. Few to no students are made to feel comfortable taking risks and asking questions.	Some students are provided opportunities to participate in the lesson. Some students are appropriately challenged by the work. Some students are made to feel comfortable taking risks and asking questions.	Most students are provided opportunities to participate in the lesson. Most students are appropriately challenged by the work. Most students are made to feel comfortable taking risks and asking questions.	All students are provided opportunities to participate in the lesson. All students are appropriately challenged by the work provided. All students are made to feel comfortable taking risks and asking questions.
Notes:				

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Figure 6. Handout to Rate Spanish Lesson used during Warm-up Activity

Lesson Rating
Think back to the warm up activity (The ELL Experience Experiment). Using the High Expectations rubric, determine the appropriate rating for the lesson and explain your reasoning.
What rating would you give the lesson? Why?
What could be done differently to communicate high expectations?

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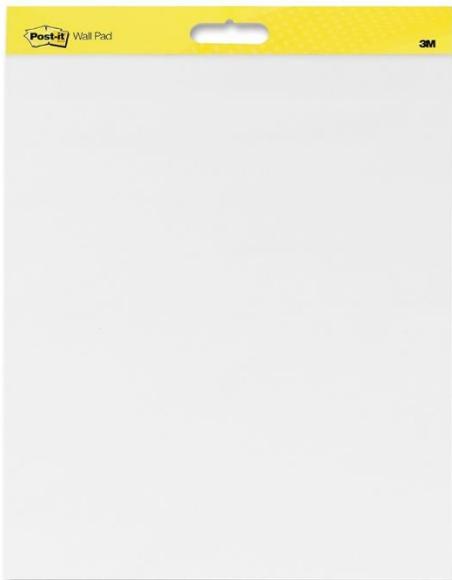
Figure 7. Sticky Notes and New Learnings Chart used as Exit Slip for Session One

Sticky Notes and New Learning Chart for the Exit Slip

What are at least two new learnings you gained during today's session?



Post the new learnings on the New Learnings Chart:



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Figure 8. Agenda for Session Two of PD

Raising Expectations for ELLs Agenda	
Session Two	
Objectives:	
<ol style="list-style-type: none">1. Identify ways to raise expectations for ELLs2. Construct language objectives to support ELLs' participation in content lessons	
Materials:	
1. High Expectations Rubric	3. Language Objective Verbs
2. Gallery Walk Objectives	4. Exit Slip
Activities:	
<ol style="list-style-type: none">1. Outline objectives.2. Review learnings from Session One.3. Do Now: Share homework lesson with a partner and discuss findings.4. Address different ways to incorporate high expectations for ELLs in lessons.5. Determine the difference between and the components of content and language objectives.6. Create language objectives for different content area content objectives - Gallery Walk.7. Adapt the lesson brought from home to include high expectations for ELLs with a partner.8. Exit Slip: Write two new learnings from this session, two ways in which this content has been relevant to your teaching, and two suggestions to make this PD go better in the future.	

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Figure 9. Content Objectives to use during Gallery Walk Activity

Gallery Walk Objectives	
Content Area	Content Objective
Mathematics	<ol style="list-style-type: none">1. SWBAT identify when two expressions are equivalent.2. SWBAT describe rectangles and triangles in the coordinate plane by means of inequalities.
English Language Arts	<ol style="list-style-type: none">1. SWBAT analyze how Macbeth as a character develops over the course of the play.2. SWBAT write an argumentative essay about an ethical issue of their choice.
Social Studies	<ol style="list-style-type: none">1. SWBAT examine how Native Americans attempted to maintain a diplomatic balance between themselves and the French.2. SWBAT explain triangular trade to understand the economic relationships between England, its colonies and Africa.
Science	<ol style="list-style-type: none">1. SWBAT use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.2. SWBAT understand the difference between mass and volume.

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Figure 10. Language Objective Verbs

Language Objective Verbs	
Listen	Describe
Identify	Outline
Classify	Summarize
Distinguish	Explain
Categorize	Illustrate
Match	Justify
Show	Demonstrate
Name	Restate
Recall	Tell
Give examples	Observe
Draw	Sequence
Create	Recite
List	Define
Underline	Elaborate
Compose	Draft
Dictate	Write
Record	Compare
Express	Contrast
Evaluate	Question
Respond	

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Figure 11. Exit Slip Handout for Session Two

Name _____ Date _____

Exit Slip

New Learnings:

1. _____

2. _____

Relevance to Personal Instruction:

1. _____

2. _____

Suggestions for Presenter:

1. _____

2. _____

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Figure 12. Link to the PowerPoint Presentation of the PD

Link to PD Presentation: <https://brockport.open.suny.edu/webapps/osv-kultura-BBLEARN/jsp/myMediaLTI.jsp>