

The 6 Principles in Action

Deborah Short, Andrea Hellman, Linda New Levine, Helene Becker, & Nancy Cloud

Project Timeline



2016

- Spring: Surveys and focus groups of TESOL members
- Fall: Writing team identified the key principles; Chapter outlines sent to TESOL reviewers in several different countries/affiliates/educational contexts

2017

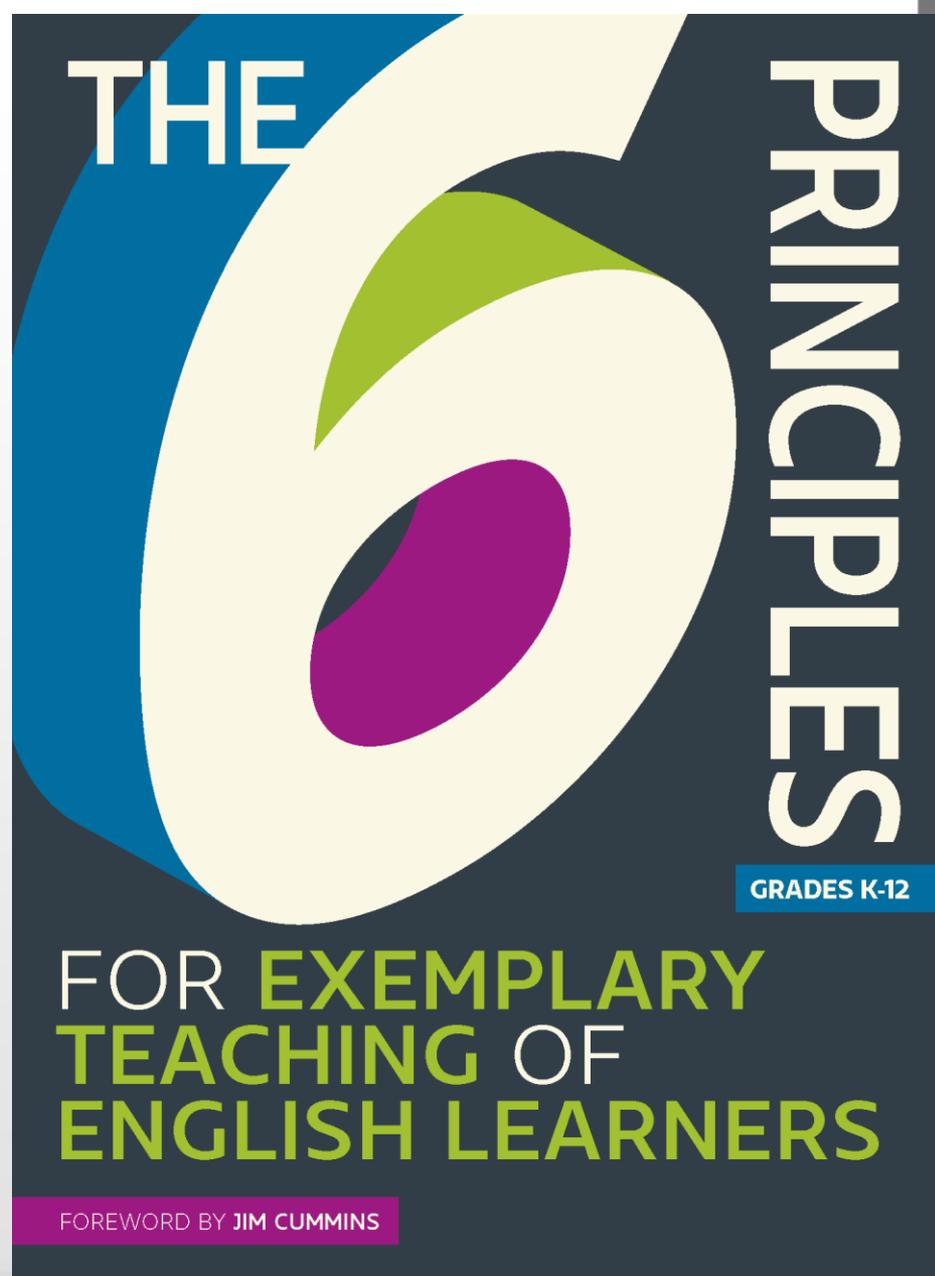
- Winter: Reviewers recommended scope, focus revised to highlight **K-12** settings in the U.S. as first book in series
- Summer: Draft chapters to reviewers (different constituencies in U.S., TESOL and non-TESOL)
- Fall: Writing team revised and finalized book

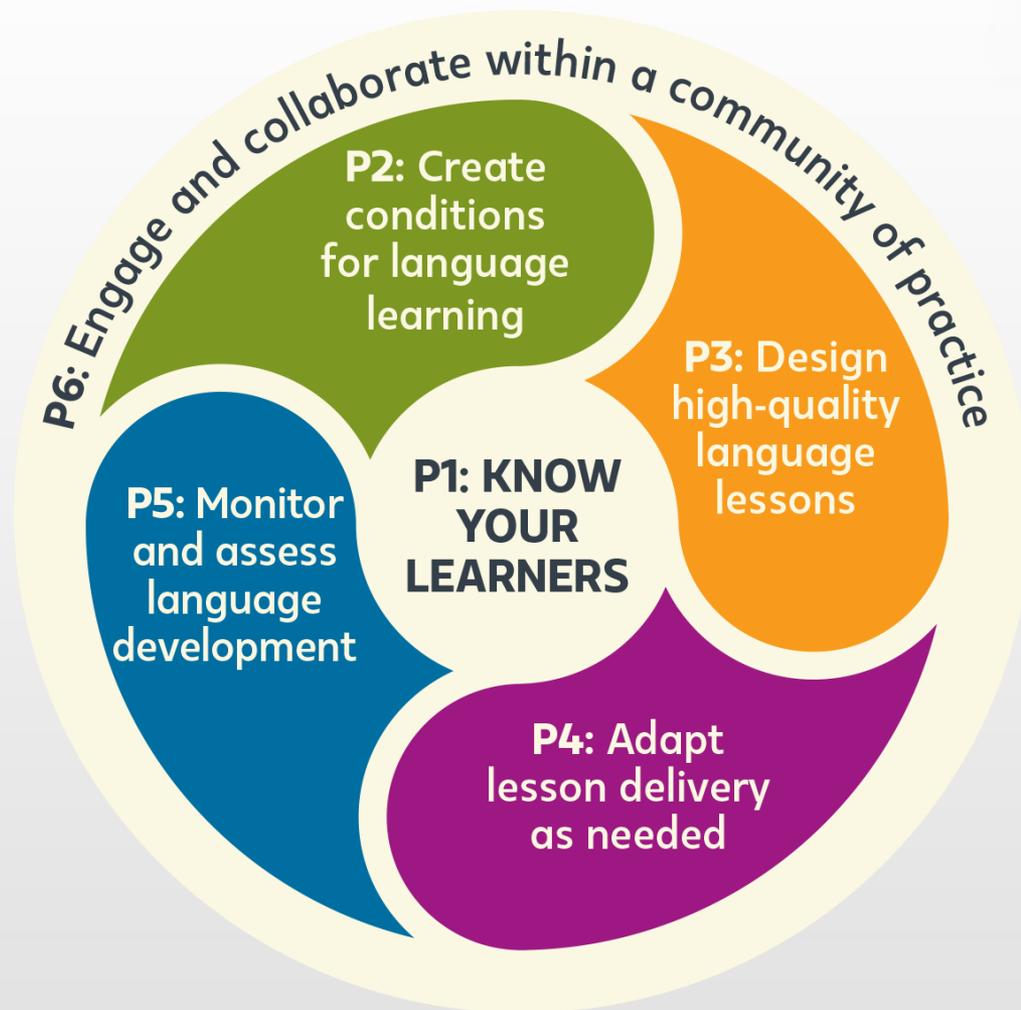
2018



www.the6principles.org

Illustrated with *K-12* classroom practices, sample techniques, vignettes, charts and other graphics, and resource lists







The 6 Principles Writing Team

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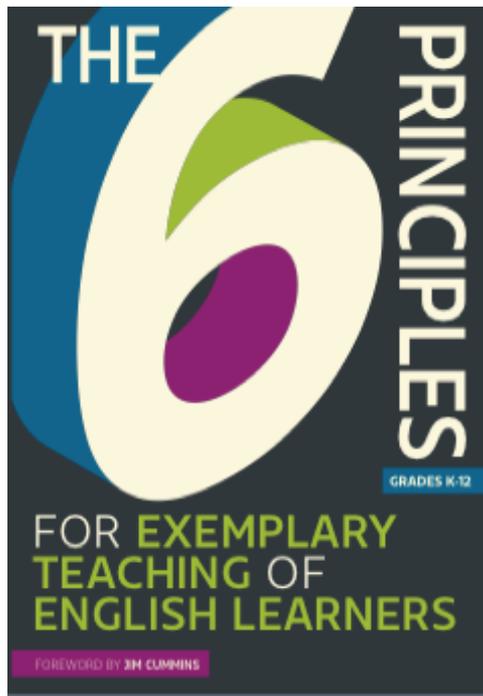
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Foreword by **Jim Cummins**

Additional support from **Sherry Blok** and
Karen Woodson



Primary Audiences

- English language teachers (K-12: ESL, ELD, dual language, bilingual)
- Elementary grade-level teachers
- Secondary content teachers
- Special educators, reading specialists, teachers of electives

Secondary Audience

- School and district administrators
- Instructional coaches
- Teacher educators
- Professional developers
- Curriculum developers and other district personnel



The 6 Principles Book Chapters

- **Chapter 1: A Vision for Exemplary English Language Teaching**
- **Chapter 2: What Teachers Should Know About English Language Development To Plan Instruction**
- **Chapter 3: The 6 Principles for Exemplary Teaching of English Learners**
- **Chapter 4: Additional Roles for Teachers of English Learners**
- **Chapter 5: Establishing a Culture of Shared Responsibility**

6Ps Self-Assessment Checklist

Principle 2: Do you create conditions for language learning?

You promote a positive and organized classroom with attention to reducing student anxiety and developing trust.

For example, you

create a welcoming environment for the students

organize the physical environment for individual and group work and for student-student communication

identify mentors for new students

use clear, patterned, and routine language to communicate with new learners

invite and support use of student home languages and cultures in lessons

You demonstrate expectations of success for all your learners.

For example, you

believe all students will learn academic English and content to a high level

praise effort and persistence

use a variety of instructional approaches for diverse learners

teach learners strategies to participate in instructional conversations

1

A VISION FOR EXEMPLARY ENGLISH LANGUAGE TEACHING



Deborah Short

“Knowledge of more than one language and culture is advantageous for all students.”

(TESOL, 1997)



1

A VISION FOR EXEMPLARY ENGLISH LANGUAGE TEACHING



In TESOL's vision

- **Curricula for English learners are rigorous, relevant, and designed and delivered with second language learning in mind.**
- **All educational personnel assume responsibility for the education of English learners.**

1

A VISION FOR EXEMPLARY ENGLISH LANGUAGE TEACHING



- **All educational personnel**
 - ✓ **respect, affirm, and promote students' home languages and cultural knowledge and experiences as resources;**
 - ✓ **celebrate multilingualism and diversity;**
 - ✓ **support policies that promote individual language rights and multicultural education;**
 - ✓ **help prepare students to be global citizens.**

1

A VISION FOR EXEMPLARY ENGLISH LANGUAGE TEACHING



- TESOL professionals are recognized as specialists with accurate knowledge, skills, and dispositions for providing high-quality English language teaching.
- TESOL professionals are valued by colleagues and other educators for their expertise and consulted in instructional, programming, and policy decision-making.
- Policies, programs, and practices are based on current research and accurate information.

2

WHAT TEACHERS SHOULD KNOW ABOUT ENGLISH LANGUAGE DEVELOPMENT TO PLAN INSTRUCTION

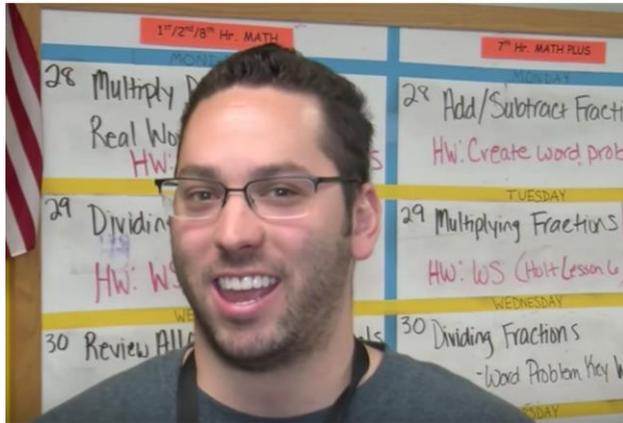


Andrea Hellman

BUILDING BACKGROUND



LANGUAGE IN THE CLASSROOM



THE SOCIAL-ACADEMIC LANGUAGE CONTINUUM



MORE SOCIAL

|

“We take out sand and dust and water.”

|

“We separated sand and sawdust with water.”

|

“We separated sand and sawdust using a special method.”

|

“To remove sawdust from a mixture, we applied a technique called separation by flotation.”

|

MORE ACADEMIC

CHARACTERISTICS OF ACADEMIC ENGLISH



CONCEPTUAL LEVEL



DISCOURSE LEVEL



SENTENCE LEVEL



WORD LEVEL

FOUNDATIONS



- Characteristics of academic language
- Standards for English language proficiency
- Levels of English language development
- Time frame for reaching proficiency

PRINCIPLE 1

KNOW YOUR LEARNERS

PRINCIPLE 2

**CREATE CONDITIONS FOR
LANGUAGE LEARNING**

CONDITIONS FOR SECOND LANGUAGE LEARNING



ESSENTIAL	BENEFICIAL	CHALLENGING
5		

L2 LITERACY DEVELOPMENT



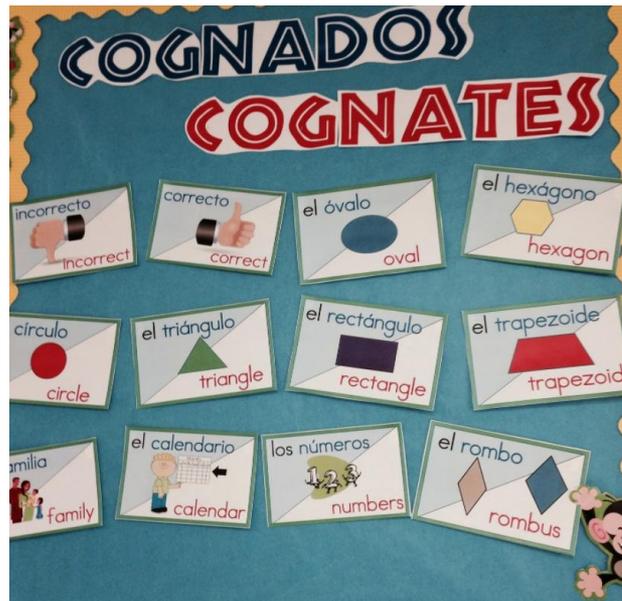
ORAL LANGUAGE



VOCABULARY



LANGUAGES IN THE CLASSROOM



IDENTITY



POSITIONING



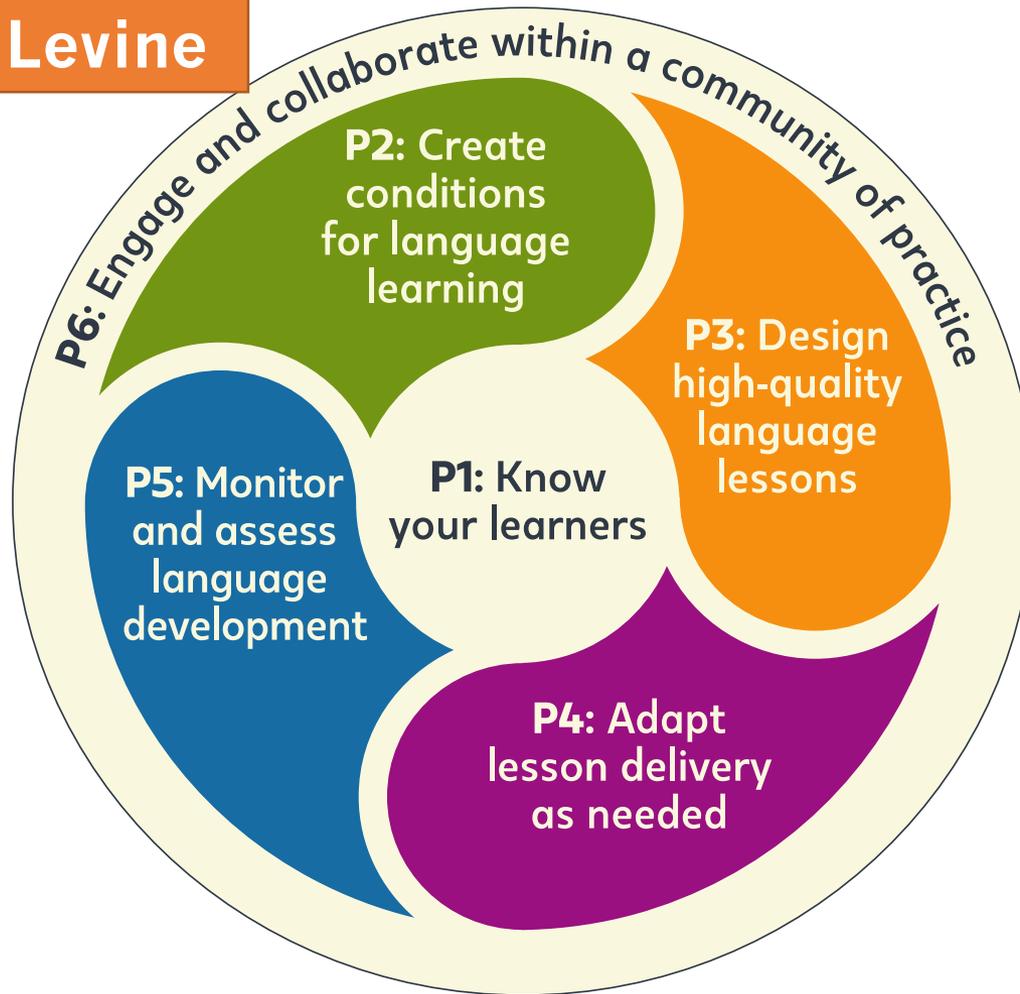
Photo: International
Humanity Foundation

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THE 6 PRINCIPLES FOR EXEMPLARY TEACHING OF ENGLISH LEARNERS



Linda New Levine



Principle 1: Know Your Learners

Practice 1A – Teachers gain information about their learners.

- Conduct intake protocols
- Collect & review linguistic & educational background information
- Conduct a needs assessment
- Organize and share information with others

Important Characteristics to Know About English Learners

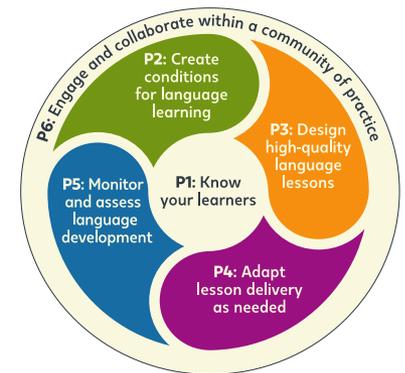
Access to supportive resources	Educational background
Home language	Socio-emotional background
Cultural background	Learning preferences
Level of proficiency	Cultural knowledge
Life experiences	Interests
Home language literacy level	Gifts and talents
Home language oral proficiency	Life goals
Special needs	Sociopolitical context of home country

Principle 1: Know Your Learners



Practice 1B – Teachers embrace and leverage the resources that learners bring to the classroom to enhance learning.

- Collect resources
- Engage with parents
- Guide students in autobiographical projects
- Act as cultural mediators



Principle 2: Create Conditions for Language Learning

Practice 2A – Teachers promote an emotionally positive and organized classroom.

Practice 2B – Teachers demonstrate expectations of success for all learners.

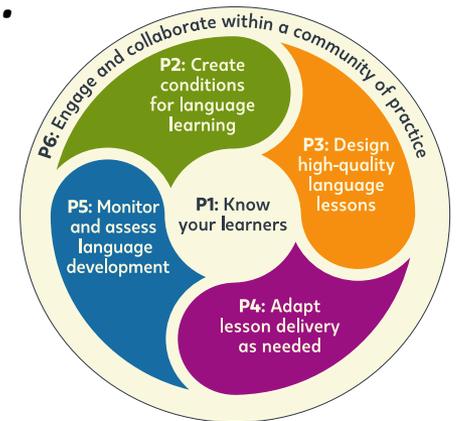
Practice 2C – Teachers plan instruction to enhance and support motivation for language learning.

Practice 2B – Teachers demonstrate expectations of success for all learners.

Teachers praise students for effort and persistence in order to communicate how success is achieved.

“I like your organization of the math problem on the page. Your computation is clear and complete. Tell me what helped you the most in completing this math problem.”

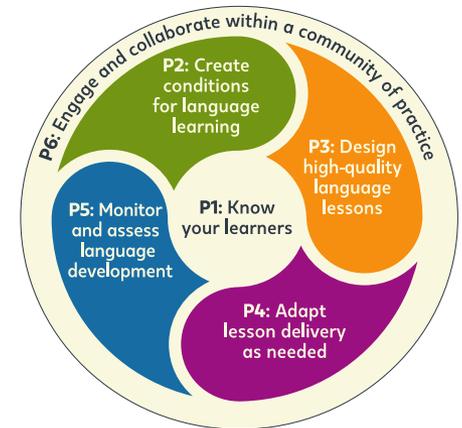
- *“You got better because you practiced.”*
- *“You thought hard about that.”*
- *“Your effort is paying off.”*
- *“You figured it out!”*



Principle 3: Design High-Quality Lessons for Language Development



Practice 3A – Teachers prepare lessons with clear outcomes and present them to their students.



Practice 3A

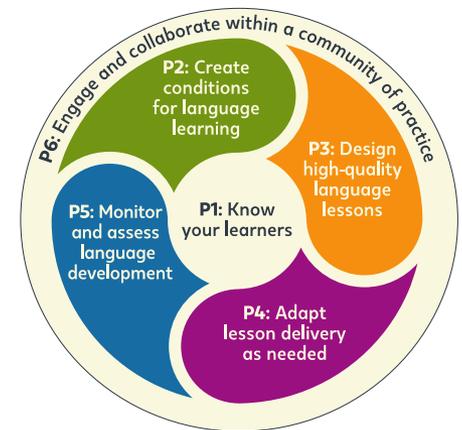
Sample Language and Content Objectives

	Language objective	Content objective
Kindergarten social studies	Students will use adjectives to describe familiar objects with the sentence “The [object] is [adjective].”	Students will name and sort objects by use, for home or school.
Grade 4 science	Students will explain cause and effect orally, using “__ happened because” or “___ is the result of . . .”	Students will conduct an experiment to determine factors that affect plant growth.
Grade 7 language arts	Students will propose an alternate ending for the story with a partner.	Students will identify the main plot and setting in a short story.
High school algebra	Students will explain orally how to graph a linear equation, using sequence terms.	Students will solve linear equations.

Principle 3: Design High-Quality Lessons for Language Development



Practice 3B – Teachers provide and enhance input through various approaches, techniques, and modalities.



Practice 3B

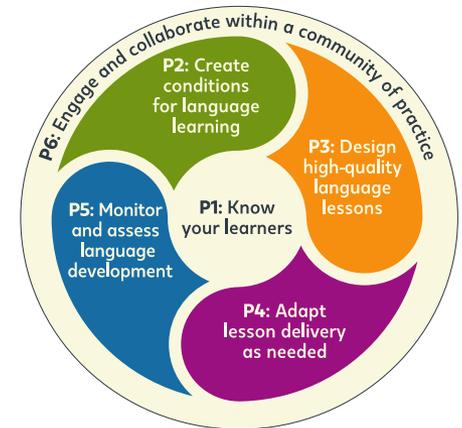
Scaffolding for Comprehensibility

Scaffolds for comprehensibility	Explanatory devices for comprehensibility	Modeling and demonstrations
<ul style="list-style-type: none">• Gesturing and using facial expressions• Illustrating and using visuals• Simplifying, elaborating• Relying on high-frequency vocabulary• Embedding definitions and explanations• Providing or asking for home language translation• Emphasizing key words and writing them down for students to see• Demonstrating, acting	<ul style="list-style-type: none">• Visual aids, such as<ul style="list-style-type: none">✓ maps, charts, graphs,✓ graphic organizers;✓ drawings, illustrations, and photos;✓ physical objects;✓ video clips• Audio supports and other multimedia• Highlighted or bold text• Bilingual glossaries• Picture dictionaries• Simplified English or home language summaries	<ul style="list-style-type: none">• Targeting and modeling the appropriate language register (academic vs. social language; word choice)• Providing demonstrations of language in use (e.g., model student essays, sample completed projects)• Explicitly teaching about different genres and text structures• Conducting a think-aloud book or chapter walk

Principle 3: Design High-Quality Lessons for Language Development



Practice 3C – Teachers engage learners in the use and practice of authentic language.



Practice 3C

Language Practice Techniques Throughout the Lesson

Starting Instruction	<ul style="list-style-type: none">• Roving charts• K-W-L• Four Corners	<ul style="list-style-type: none">• Anticipation guides• Language Experience Approach
Building Instruction	<ul style="list-style-type: none">• Sort tasks• Sentence frames• Directed Reading-Thinking Activity	<ul style="list-style-type: none">• Reciprocal Teaching• Concept maps• T-charts
Application of Instruction	<ul style="list-style-type: none">• Dialogue Journals• Reader's Theatre	<ul style="list-style-type: none">• Text to Graphics and Back Again• Report frames
Concluding Instruction	<ul style="list-style-type: none">• Rubrics• Collaborative dialogues• Comprehension checks	<ul style="list-style-type: none">• Numbered Heads Together• Stir the Class

Principle 3: Design High-Quality Lessons for Language Development

Practice 3D – Teachers design lessons so that learners engage in relevant and meaningful content.

Practice 3E – Teachers plan differentiated instruction according to their learner’s English proficiency levels, needs, and goals.

Principle 3: Design High-Quality Lessons for Language Development

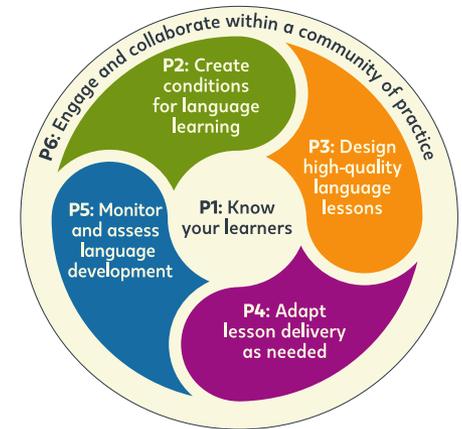
Practice 3F – Teachers promote the use of learning strategies and critical thinking among students.

Practice 3G – Teachers promote students' self regulated learning.

Principle 4: Adapt Lesson Delivery as Needed



Practice 4A – Teachers check student comprehension frequently and adjust instruction according to learner responses.



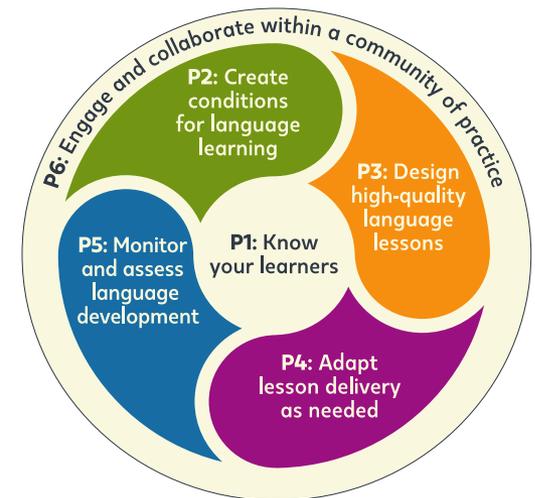
Practice 4A: Teachers check student comprehension frequently and adjust instruction according to learner responses.

10-2 Activities

- Turn and Talk
- Think-Pair-Share
- Sketch and Share

Group Response Techniques

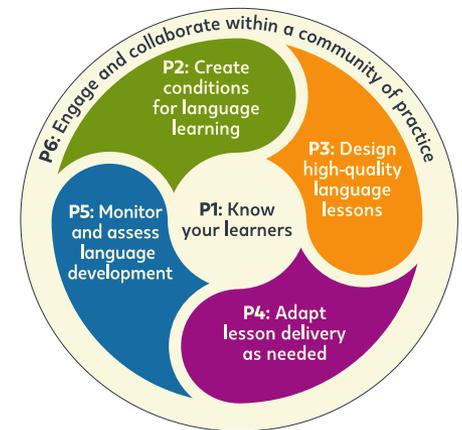
- Thumbs Up Thumbs Down
- Response Boards
- 3-2-1 Responses
- Technology



Principle 4: Adapt Lesson Delivery as Needed



Practice 4B – Teachers adjust their talk, the task, or the materials according to learner responses.



Practice 4B

Scaffolding Types

Material Supports

- Graphic organizers
- Diagrams
- Pictures
- Props
- Sentence frames
- Advance organizers
- Outlines
- Structured notes
- Two-column charts (e.g., main ideas on left, supporting details on right)
- Picture dictionaries
- Learner dictionaries
- Translation dictionaries
- Word source software
- Alternative and modified texts
- Home language texts

Social Supports

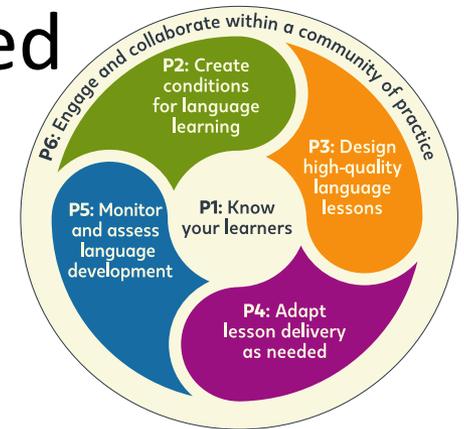
- Small-group learning
- Interactively structured conversations (e.g., buddy talk, Think Pair Share)
- Cooperative learning structures (e.g., Numbered Heads Together, jigsaw)
- Group work with designated roles (e.g., reciprocal teaching, roundtable, round robin)
- Study buddies
- Study groups
- Home language partners

Principle 5: Monitor and Assess Student Language Development

Practice 5A – Teachers monitor student errors.

Practice 5B – Teachers provide ongoing effective feedback strategically.

Practice 5C – Teachers design varied and valid assessments and supports to assess student learning.



Practice 5B: Teachers provide ongoing effective feedback strategically.

Feedback types:

- Explicit corrections
- Recasts
- Prompts for self repair
 - Repetition
 - Elicitation
 - Clarification request
 - Metalinguistic cues
 - Open ended questions
 - Non-verbal cues



Principle 6: Engage and Collaborate within a Community of Practice

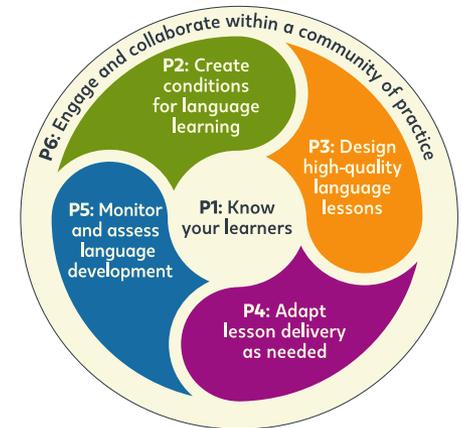
Practice 6A – Teachers are fully engaged in their profession.

Teachers engage in reflective practice to grow professionally.

What did I do?

How did it go?

What did I learn?



Principle 6: Engage and Collaborate within a Community of Practice

Practice 6B – Teachers collaborate with one another to co-plan and co-teach.

- Teachers meet with colleagues regularly to co-plan for future learning.
- Teachers develop and strengthen relationships with school colleagues that facilitate co-teaching.
- Teachers develop leadership skills that enable them to become a resource in their schools.

4 ADDITIONAL ROLES FOR TEACHERS OF ENGLISH LEARNERS



Helene Becker

- **Mentor/Counselor**
- **Advocate**
- **Resource for Colleagues**
- **Developer of Curricula, Materials, Assessments**
- **Participant on Committees**



4

ADDITIONAL ROLES FOR TEACHERS OF ENGLISH LEARNERS



Mentor/Counselor

Principle 1: Know Your Learners

- Adjustment and transition
- Trauma



4

ADDITIONAL ROLES FOR TEACHERS OF ENGLISH LEARNERS



Advocate

Principle 2: Create Conditions for Language Learning

- Academics
- Social and Emotional Needs
- Access to Programs and Opportunities
- Support for Families
- Societal and Legal Issues



Advocate: Academics

Principle 3: Design High-Quality Lessons for Language Development

- Assist teachers in adopting best practices and strategies for ELs
- Promote appropriate classes for ELs
- Encourage maintenance of home languages



Advocate: Social and Emotional Needs

Principle 1: Know Your Learners

- Promote appropriate services
- Stay informed about current world issues



Advocate: Access to Programs and Opportunities



Principle 6: Engage and Collaborate Within a Community of Practice

- Gifted and talented
- Special education
- Sports, arts, technology



Advocate: Support for Families

Principle 6: Engage and Collaborate Within a Community of Practice

- Supports and services in place
- Welcoming atmosphere
- Interpreters
- Translation of home/school communication



Advocate: Societal and Legal Issues

Principle 1: Know Your Learners

- Undocumented students or parents
- Legislation



4

ADDITIONAL ROLES FOR TEACHERS OF ENGLISH LEARNERS



Resource for Colleagues

Principle #6: Engage and Collaborate Within a Community of Practice

- Provide professional development
- Suggest effective strategies
- Provide resources
- Pre-teach vocabulary and content
- Co-teach
- Modify assessments



4

ADDITIONAL ROLES FOR TEACHERS OF ENGLISH LEARNERS



Developer of Curricula, Materials, and Assessments

Principle 3: Design High-Quality Lessons for Language Development

- Write/review district curricula and assessments
- Choose materials



4

ADDITIONAL ROLES FOR TEACHERS OF ENGLISH LEARNERS



Participant on Committees

Principle 6: Engage and Collaborate Within a Community of Practice

Leadership teams

- District
- State
- Federal



5

ESTABLISHING A CULTURE OF SHARED RESPONSIBILITY



Nancy Cloud

“Successful Schools for English Learners Have a Shared Sense of Community and Responsibility”



5

ESTABLISHING A CULTURE OF SHARED RESPONSIBILITY



- School Principals and Assistant Principals
- District Curriculum Directors
- Special Education Directors and Gifted and Talented Program Directors
- Reading Specialists and Instructional Coaches
- Librarians and Media Specialists
- Guidance Counselors, Social Workers, and School Psychologists

School Principals

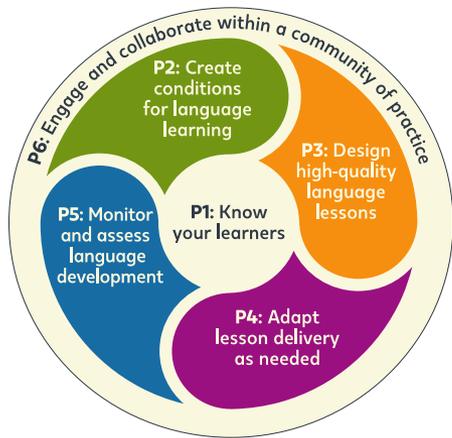
- Principle 1: Know Your Learners

- Principle 2: Create Conditions for Learning

- Principle 3: Design High Quality Lessons for Language Development

- Principle 5: Monitor and Assess Student Language Development

- Principle 6: Engage and Collaborate Within a Community of Practice



Bulleted Lists of Things Administrators Can Do in Their Leadership Role

- **Create a welcoming environment for families and children at your school so that they feel a sense of belonging that supports learning. Make multilingualism the norm in signage in the halls, language abilities of front office staff, design of the school website, and all correspondence and communication with families. You may want to use multilingual communication text messaging technology such as Talking Points (www.talkingpts.org/) to facilitate cross-lingual communication among your staff and families.**

One of 9 Bullets

*Principle 2:
Create
Conditions
for Learning*



Vignettes Illustrate Key Points

Guidance
Counselors
Section

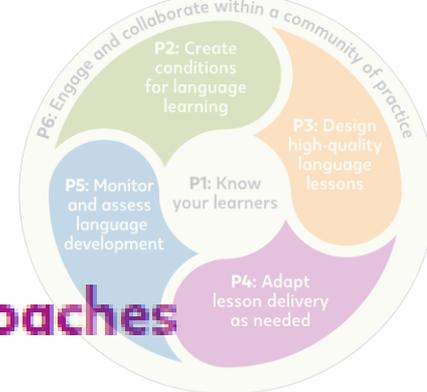
Making Multilingualism the Norm

Mr. Lakin, a bilingual social studies teacher, and Ms. Leininger, an ESL teacher, noticed that the parents of their English learners were not participating at open houses or other school functions at their suburban high school. They decided to take action to see whether they could change the situation. They contacted the bilingual guidance counselor to develop a plan of action. First, they made signs for every classroom in the school, listing the name of the teacher and the languages that the teacher spoke. Next, they created a student club called Language Ambassadors. To participate in the club, students had to speak English and another language of the school community well. Before each school event, the Language Ambassadors worked under the guidance of the guidance counselor to call homes and personally invite parents, explaining the purpose of the function, mentioning that they would be there to greet them, and answering any questions that parents had about the event. The night of the first school event, the Language Ambassadors wore signs with their names and the languages that they spoke, and they greeted parents at the door. Then each Language Ambassador met with parents who spoke a given language in a separate orientation room to give an overview of the evening's event. The two teachers were astonished. In less than six months, and with only these two strategies in place, they went from a school with less than 10 percent of language minority parent participating on average to one where 70 percent of their students' parents came to school events designed for families.

Pull-Out Boxes in This Chapter

- **Conducting Home Visits**
- **Best Practices in Working with Translators and Interpreters**
- **Resources to Support Undocumented Families and DACA Youth**
- **Appendix C: List of Resources for Key Personnel Who Share Responsibility for the Education of English Learners**
- **More Resources on Our Companion Website**

Resources For Support



Resources for Reading Specialists and Instructional Coaches

Literacy Instruction for ELLs

<http://www.colorincolorado.org/literacy-instruction-ells>

This section of the popular *Colorín Colorado* website for teachers of English learners provides information on early literacy instruction, reading instruction in grades 1–3 and 4–12, reading comprehension, close reading, nonfiction reading, reading engagement, and writing instruction for English learners. It includes articles and videos, research and reports, and blog posts that are very useful to reading specialists working with teachers of English learners. For books for teachers to use for professional study circles, see <http://www.colorincolorado.org/booklist/reading-instruction-ells>

The Coaching and Self-Reflection Tool for Competency in Teaching English Learners

Aligned to the Connecticut Common Core of Teaching Rubric for Effective Teaching 2016

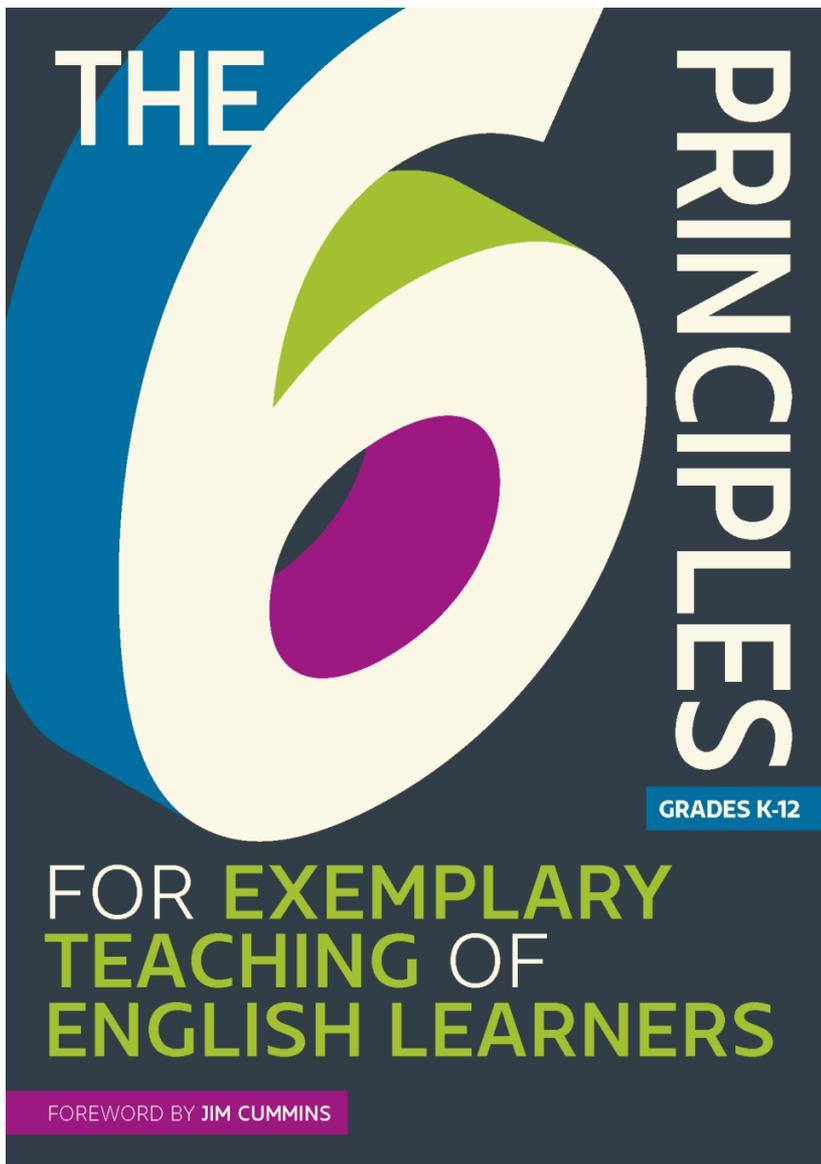
Connecticut State Department of Education. (2017). Hartford, CT: Author.

Organized by phases of instruction (planning, implementing, and assessing instruction), this tool aids instructional coaches and the teachers that they work with in evaluating how well they are teaching English learners and identifying areas for improvement. Throughout, it provides sample coaching and reflection questions to guide instructional conversations among teachers and their coaches. A rich and useful tool for instructional coaches, this resource is available at http://www.sde.ct.gov/sde/lib/sde/pdf/publications/el/coaching_tool_for_competency_in_teaching_english_learners.pdf

How You Can Use Chapter 5

- **Individual Meetings with Personnel; Professional Collaboration and Support**
- **Guide for Professional Development Sessions for Support Personnel (Role-Specific Content)**
- **Readings for Study Groups; PLCs (Professional Learning Communities)**
- **School-Wide Planning; School Improvement Teams—Actionable Steps to Improve Overall School Climate**





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www.eurospanbookstore.com/tesol

