



# Update on Iowa SEC ELL Consortium Project

*Funded by US Department of Education Enhanced Assessment Grant*

**Presented at:**

**Surveys of Enacted Curriculum Collaborative**

**Leader Training and Project Planning**

**School Improvement using Curriculum and Achievement Data**

*August 3-4, 2009*

*Minneapolis, Minnesota*

*Brett Moulding, Project PD Consultant*



## **SEC-ELL Consortium**

**Partners include:** States and Districts, Council of Chief State School Officers, Wisconsin Center for Educational Research, WestED

▪ **States Include:** Iowa, Idaho, Minnesota, Utah, Virginia, Wisconsin, Ohio, Florida




## SEC-ELL Update

- ✓ The Surveys of the Enacted Curriculum (SEC) provide educators with a **comprehensive set of indicators to facilitate teacher reflection** and curriculum planning. The primary purpose is to support conversations among teachers about instructional practices and content alignment.
- ✓ In addition to the SEC content and cognitive demand, the **SEC-ELL provides tools to investigate and analyze:**
  1. language demand
  2. instructional practices specific to instruction of ELLs
  3. teacher preparation and disposition metrics specific to ESL
- ✓ As with all SEC data, the **SEC-ELL teacher data remains confidential** and cannot be used for teacher evaluations.
- ✓ Crosswalk of Language Demands and Content.



# Seeking Insights into Standards

- What is the nature of the academic language students need to *meaningfully engage* and *achieve* in mathematics, language arts, and science?
- What is the expectation for students to demonstrate appropriate use of both receptive and productive modes of academic English language to acquire and demonstrate understanding of math, language arts and science?
- What are the language demands and complexity of our state content standards?
- What are the language complexity and demands of our state content assessment?



# Seeking Insight into Instruction

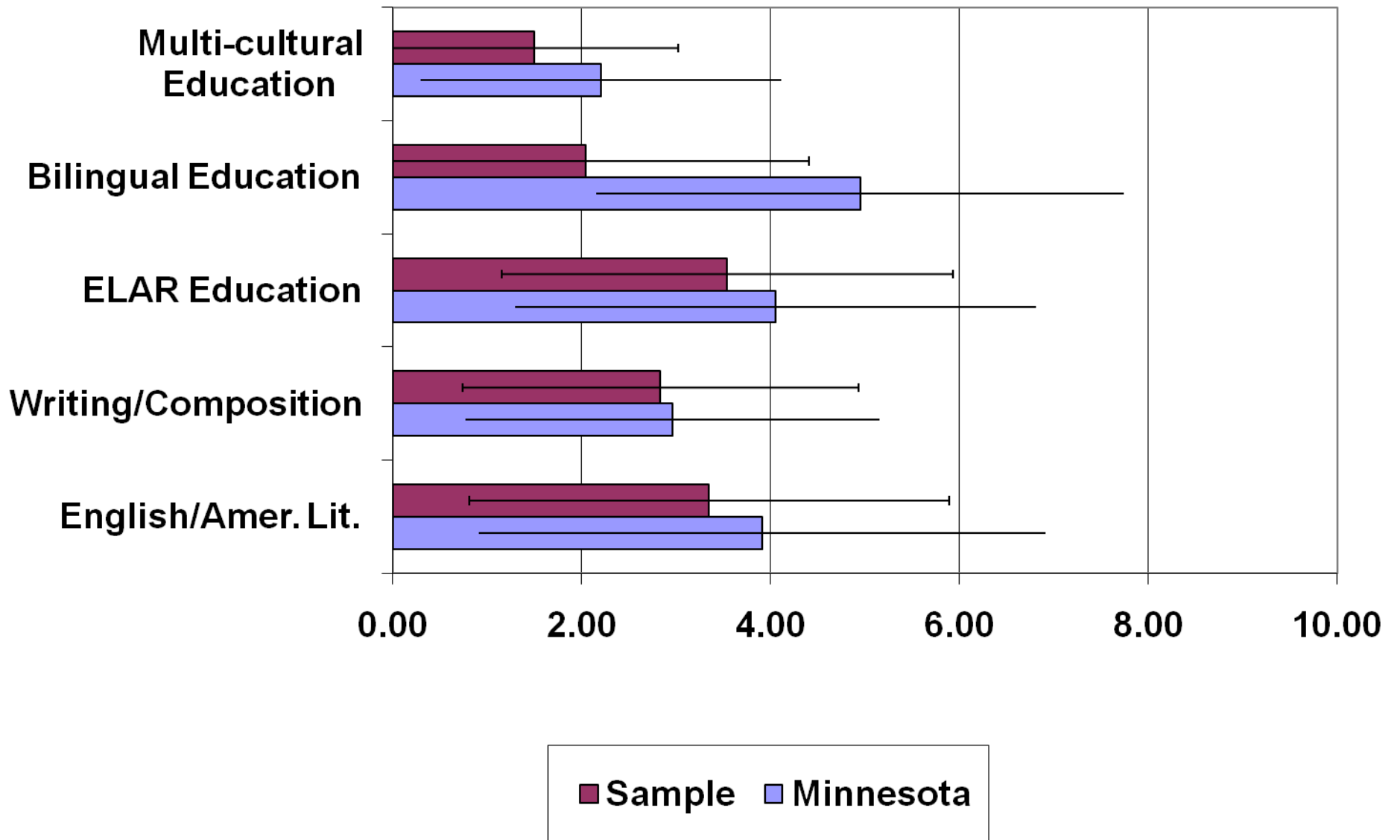
- Patterns in the depth and breath of state standards taught to our ELL students.
- Patterns for instructional strategies and activities regularly in use.
- Preparation and practice of educators providing support for language development of ELL students in various settings.
- The degree to which the language proficiency instruction aligns with both state ELA and ELP standards.



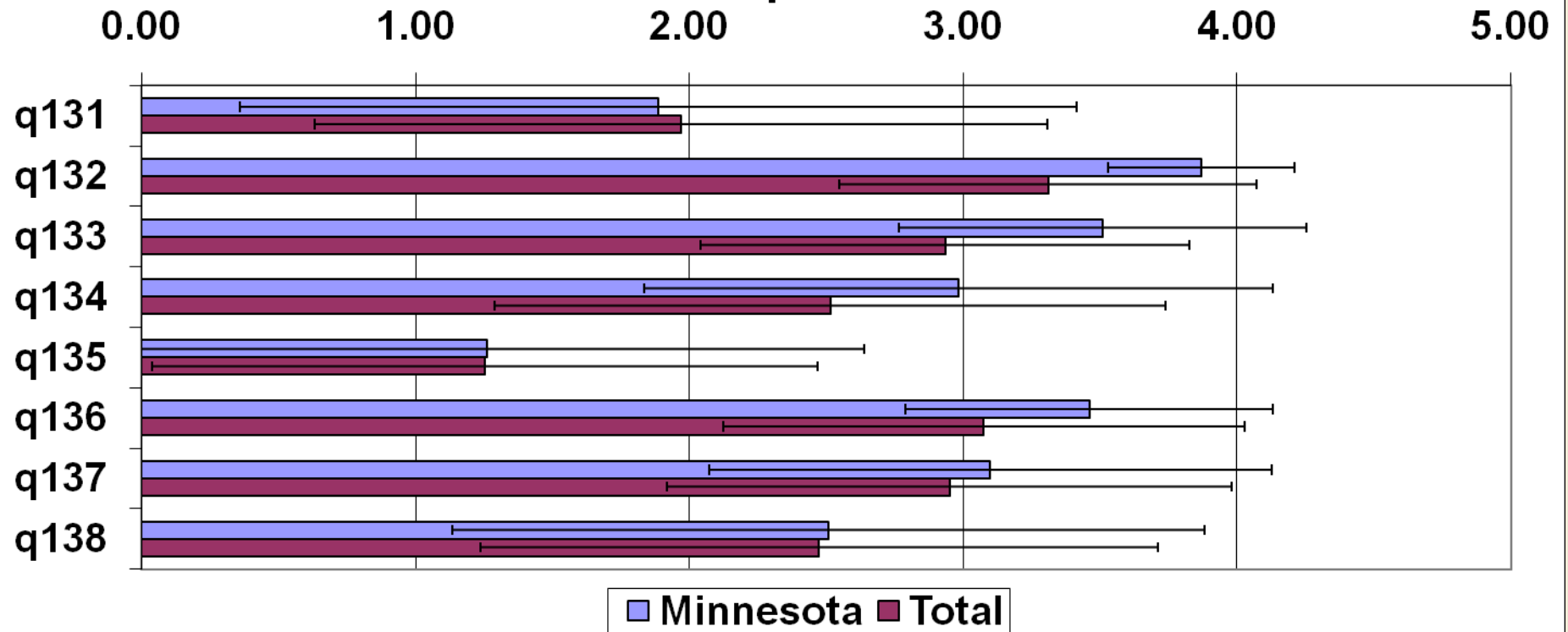
# Development of Tools

- The project has developed a number of tools to investigate language demand and content alignment based on SEC instrument design
- Teacher surveys determine aspects of instruction pertaining to teaching ELL students
- Coding of ELP standards and ELP assessments provide options to investigate alignment of content standards to these instruments

## Course Preparation



## Teacher Opinions 1



Q131 ELLs need extensive practice applying specific grammar, usage, and language structure before engaging challenging mathematics content.

Q132 I enjoy teaching ELLs.

Q133 I feel successful teaching ELLs.

Q134 My academic expectations are the same for all students, regardless of their English language abilities.

Q135 The ELLs in my class affect my ability to be an effective teacher.

Q136 I am supported by colleagues to try new ideas in teaching English, language arts, and reading.

# Language Functions

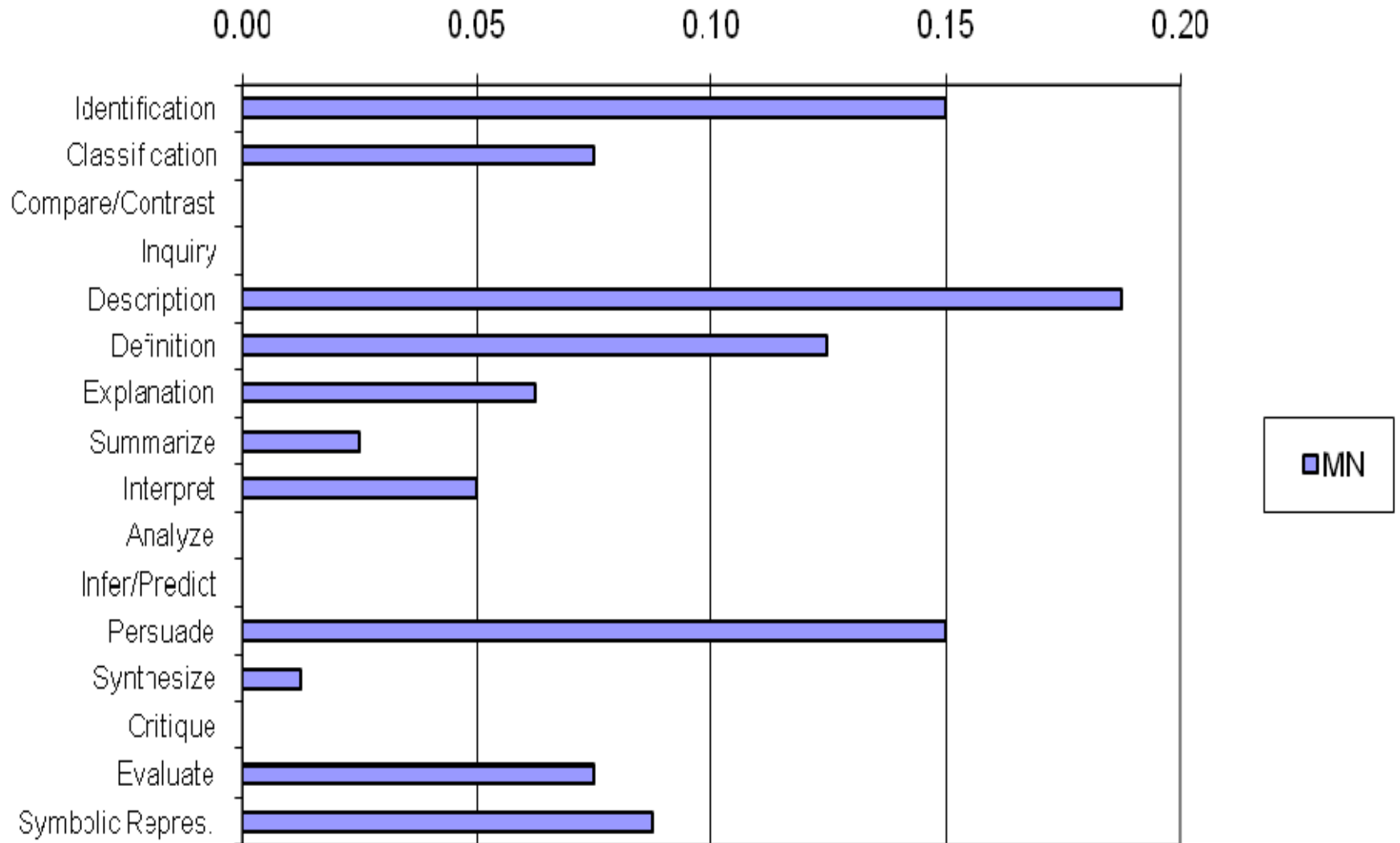
- A. Classification, sequencing, organization**
- B. Comparing and contrasting**
- C. Inquiring**
- D. Description**
- E. Definition**
- F. Explanation**
- G. Retelling, summarization**
- H. Identification, labeling, enumeration**
- I. Interpretation**
- J. Analyzing**
- K. Generalizing, inferring, predicting, hypothesizing**
- L. Argumentation, persuasion, negotiation**
- M. Synthesizing**
- N. Critiquing**
- O. Evaluation**
- P. Symbolization, representation**



# Survey Results

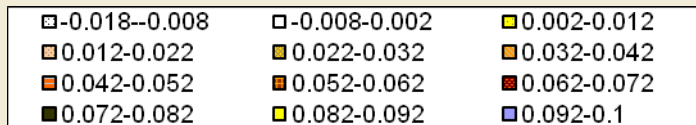
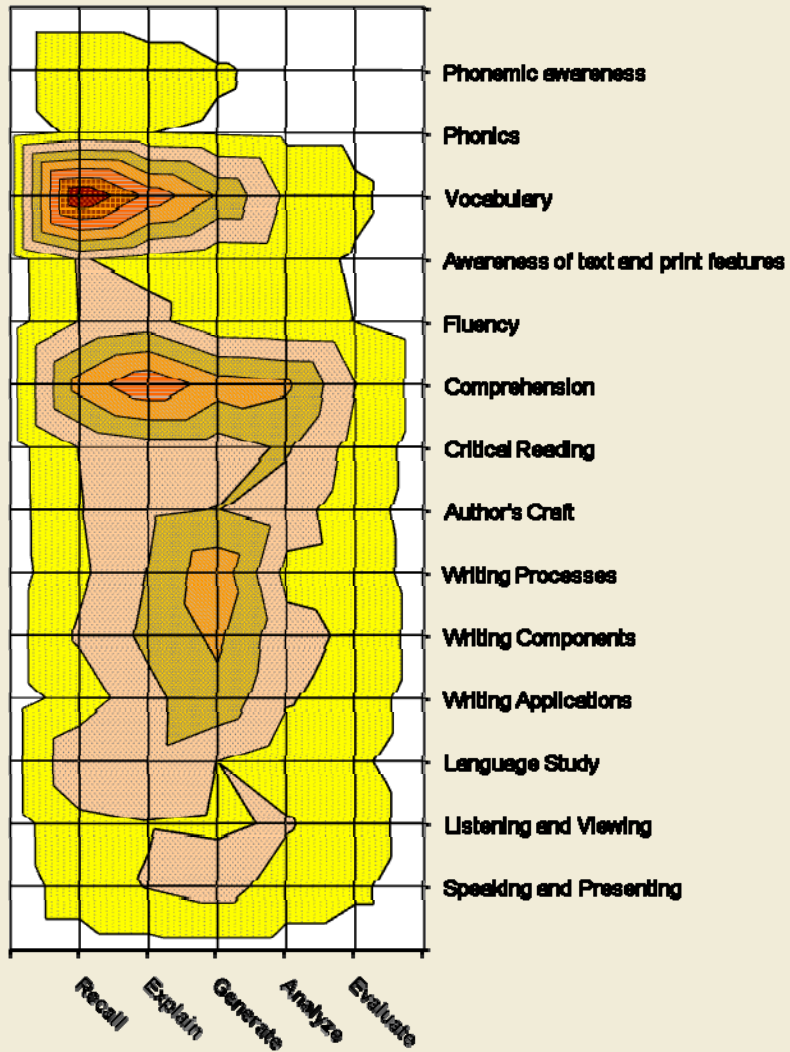
- Process of Inquiry

### Saint Paul Public Schools (ELA Language Demand Support)



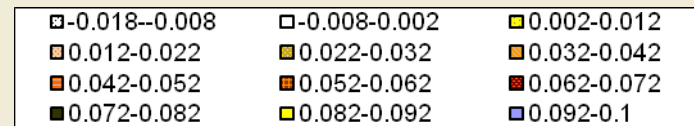
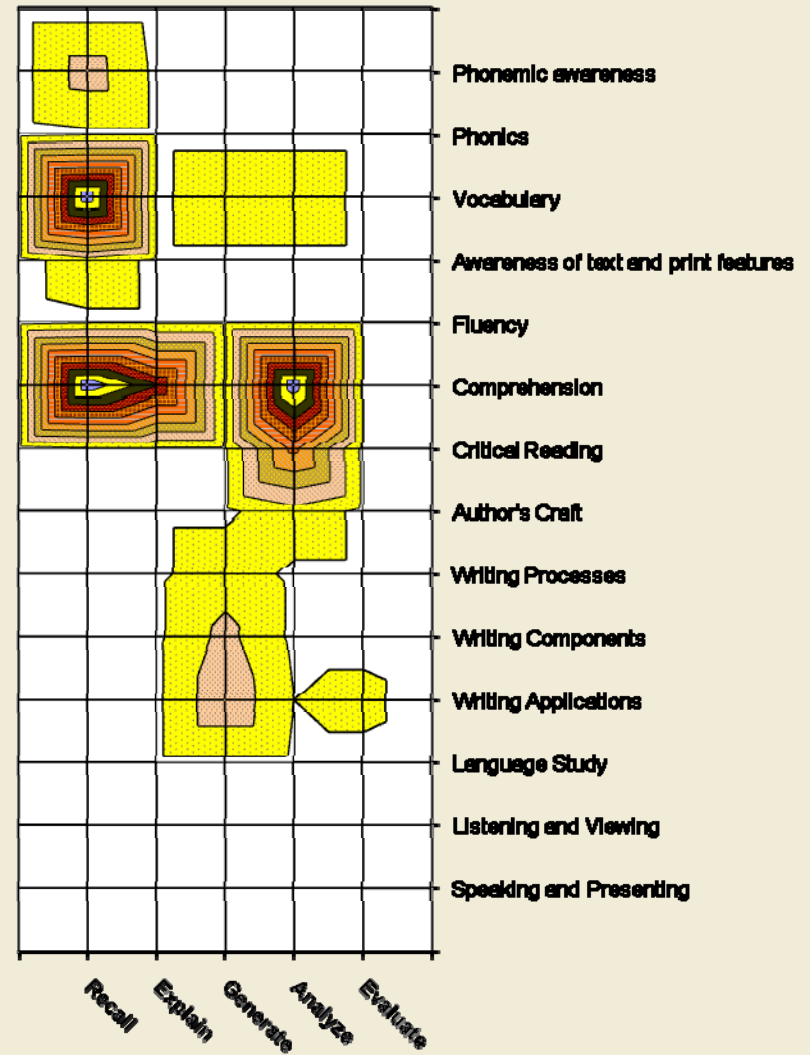
# 44 Teachers

## All Content Areas



# Mn RW Test

## All Content Areas

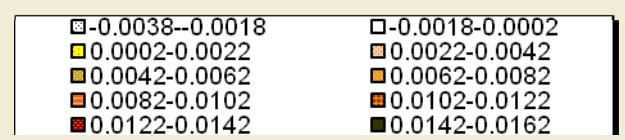
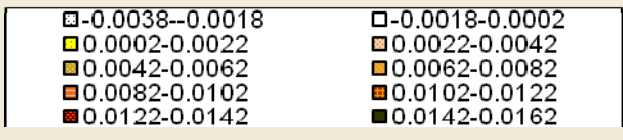
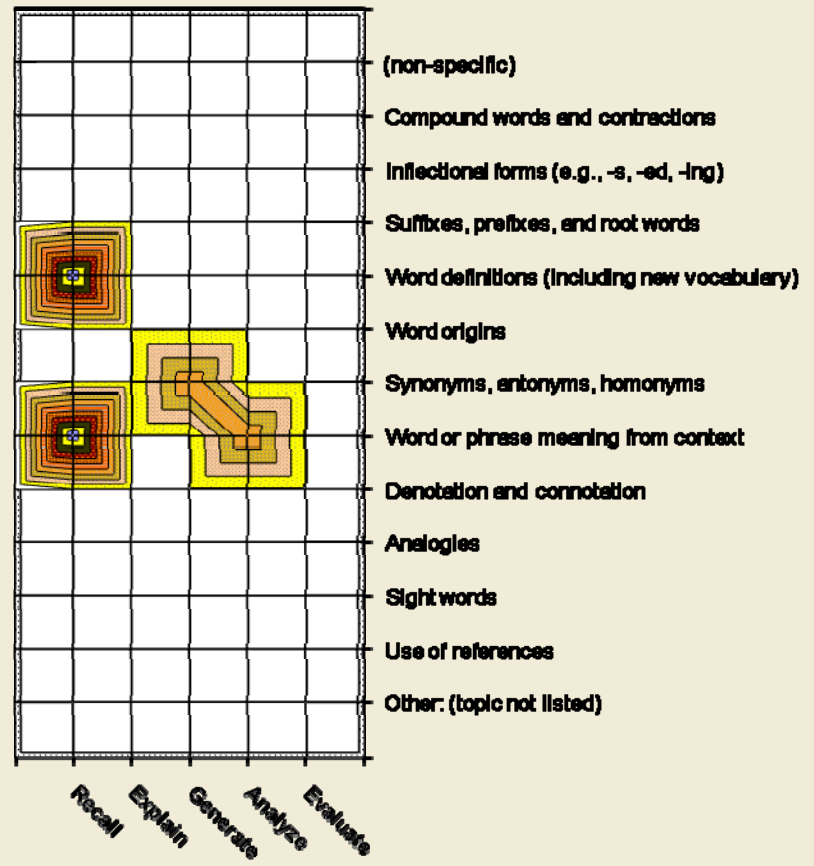
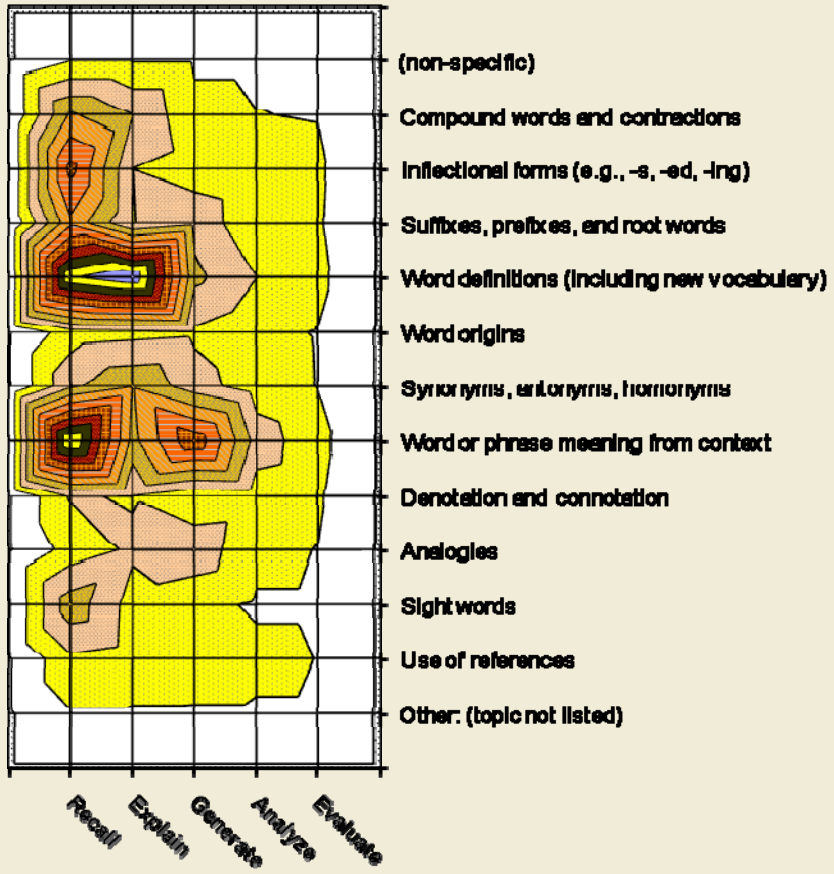


44 Teachers

Vocabulary

Vocabulary

9-12 R & W Test





## Potential Educator Uses for SEC-ELL Data

- Determine extent to which instruction is aligned to state standards and assessments
- Patterns for instructional activities and strategies used in classrooms
- Comparisons of the strategies used in classrooms with ELL students to strategies used in classrooms without ELL students
- Extent to which language proficiency standards are aligned to language proficiency assessments
- Alignment of language complexity and demand in content standards
- Prioritize professional development needs
- Degree of alignment between state standards and assessments
- Better understand shifts in emphasis for instructional time
- Compare instructional practices with other teachers
- Analyze language complexity and demand of the standards they teach
- Reflect on language complexity and demand used in the classroom

# Applications for K-12 Education:

- **Aligning standards, assessments and curriculum**
  - Content
  - Language Demands
  - Cognitive Demands
- **Improve instruction**
  - Instructional Approaches
  - Interpreting student assessment results
- **Needs assessment and program evaluation**
  - Indicators system for monitoring progress
  - Identify gaps in instructional resources



## How is SEC-ELL like NASA?

- They both have more data than they can analyze
- They both make their data available online



# Next Steps

“Data is not information and information is not wisdom.”

Educators can translate SEC ELL data information to use wisely to improve instruction for all students.

