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

www.the6principles.org
Illustrated with K-12 classroom practices, sample techniques, vignettes, charts and other graphics, and resource lists.
P1: KNOW YOUR LEARNERS

P2: Create conditions for language learning

P3: Design high-quality language lessons

P4: Adapt lesson delivery as needed

P5: Monitor and assess language development

P6: Engage and collaborate within a community of practice
The 6 Principles Writing Team

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Foreword by Jim Cummins
Additional support from Sherry Blok and Karen Woodson

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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
“Knowledge of more than one language and culture is advantageous for all students.” (TESOL, 1997)
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.
• 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.
• 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.
Andrea Hellman

BUILDING BACKGROUND

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LANGUAGE IN THE CLASSROOM

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"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."
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

<table>
<thead>
<tr>
<th>ESSENTIAL</th>
<th>BENEFICIAL</th>
<th>CHALLENGING</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
L2 LITERACY DEVELOPMENT
ORAL LANGUAGE
VOCABULARY

- worth_teaching
- technical
- newacademicwordlist.org
- newgeneralservicelist.org
- common
- useful
- academic
- high-frequency
- cognates
- sight_words
- word_parts
- word_list

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LANGUAGES IN THE CLASSROOM

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POSITIONING

Photo: International Humanity Foundation
THE 6 PRINCIPLES FOR EXEMPLARY TEACHING OF ENGLISH LEARNERS

P1: Know your learners
P2: Create conditions for language learning
P3: Design high-quality language lessons
P4: Adapt lesson delivery as needed
P5: Monitor and assess language development
P6: Engage and collaborate within a community of practice

Linda New Levine

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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
<table>
<thead>
<tr>
<th>Important Characteristics to Know About English Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to supportive resources</td>
</tr>
<tr>
<td>Home language</td>
</tr>
<tr>
<td>Cultural background</td>
</tr>
<tr>
<td>Level of proficiency</td>
</tr>
<tr>
<td>Life experiences</td>
</tr>
<tr>
<td>Home language literacy level</td>
</tr>
<tr>
<td>Home language oral proficiency</td>
</tr>
<tr>
<td>Special needs</td>
</tr>
</tbody>
</table>
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

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

<table>
<thead>
<tr>
<th>Scaffolds for comprehensibility</th>
<th>Explanatory devices for comprehensibility</th>
<th>Modeling and demonstrations</th>
</tr>
</thead>
</table>
| • 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 | • Visual aids, such as  
✓ 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 | • 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

<table>
<thead>
<tr>
<th>Starting Instruction</th>
<th>Building Instruction</th>
<th>Application of Instruction</th>
<th>Concluding Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Roving charts</td>
<td>• Sort tasks</td>
<td>• Dialogue Journals • Reader’s Theatre</td>
<td>• Rubrics</td>
</tr>
<tr>
<td>• K-W-L</td>
<td>• Sentence frames</td>
<td></td>
<td>• Collaborative dialogues</td>
</tr>
<tr>
<td>• Four Corners</td>
<td>• Directed Reading-Thinking Activity</td>
<td></td>
<td>• Comprehension checks</td>
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<tr>
<td></td>
<td>• Anticipation guides</td>
<td></td>
<td>• Numbered Heads Together</td>
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<tr>
<td></td>
<td>• Language Experience Approach</td>
<td></td>
<td>• Stir the Class</td>
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</tbody>
</table>
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.

[Principle 4: Adapt Lesson Delivery as Needed](www.the6principles.org)
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

<table>
<thead>
<tr>
<th>Scaffolding Types</th>
<th>Material Supports</th>
<th>Social Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Material Supports</strong></td>
<td>• Graphic organizers</td>
<td>• Small-group learning</td>
</tr>
<tr>
<td></td>
<td>• Diagrams</td>
<td>• Group work with designated roles (e.g., reciprocal</td>
</tr>
<tr>
<td></td>
<td>• Pictures</td>
<td>teaching, roundtable, round robin)</td>
</tr>
<tr>
<td></td>
<td>• Props</td>
<td>• Study buddies</td>
</tr>
<tr>
<td></td>
<td>• Sentence frames</td>
<td>• Study groups</td>
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<tr>
<td></td>
<td>• Advance organizers</td>
<td>• Home language partners</td>
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<tr>
<td></td>
<td>• Outlines</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Structured notes</td>
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<tr>
<td></td>
<td>• Two-column charts (e.g., main ideas on left, supporting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>details on right)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Picture dictionaries</td>
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<td></td>
<td>• Learner dictionaries</td>
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<td></td>
<td>• Translation dictionaries</td>
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<td></td>
<td>• Word source software</td>
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<tr>
<td></td>
<td>• Alternative and modified texts</td>
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<tr>
<td></td>
<td>• Home language texts</td>
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<tr>
<td><strong>Social Supports</strong></td>
<td>• Interactively structured conversations (e.g., buddy talk,</td>
<td></td>
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<tr>
<td></td>
<td>Think Pair Share)</td>
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</tr>
<tr>
<td></td>
<td>• Cooperative learning structures (e.g., Numbered Heads Together,</td>
<td></td>
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<tr>
<td></td>
<td>jigsaw)</td>
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</tr>
</tbody>
</table>
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.
• Mentor/Counselor
• Advocate
• Resource for Colleagues
• Developer of Curricula, Materials, Assessments
• Participant on Committees
Mentor/Counselor

Principle 1: Know Your Learners

• Adjustment and transition
• Trauma
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

www.the6principles.org
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
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
Developer of Curricula, Materials, and Assessments

Principle 3: Design High-Quality Lessons for Language Development

- Write/review district curricula and assessments
- Choose materials
Participant on Committees

Principle 6: Engage and Collaborate Within a Community of Practice

Leadership teams

- District
- State
- Federal
“Successful Schools for English Learners Have a Shared Sense of Community and 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

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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.
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 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

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
To purchase:
www.tesol.org/bookstore

For orders outside the U.S.:
www.eurospanbookstore.com/tesol