


Young Learners and Quality Assurance in the United States

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1




Definitions

- Quality Assurance
 - Self-Evaluation
 - External Evaluation
 - Accreditation
 - Recognition of quality systems
 - Public reporting of assessment outcomes
- Accountability
 - School performance
 - Research-based reform
 - Standards
 - High stakes testing
 - Adequate yearly progress
 - Inclusion of handicapped students and ESL students

January 2006

2




Legislation

- National Governors Association, 1980's
 - Established national education goals that all students will meet high content and performance standards
- Improving America's Schools Act and Goals 2000, 1994
 - Federal funds support State efforts to raise academic standards for all students and measure student performance to hold schools and districts accountable for educational progress, central strategies for promoting educational excellence and equity.
- No Child Left Behind Act of 2001
 - Under the act's accountability provisions, states must describe how they will close the achievement gap and make sure all students, including those who are disadvantaged, achieve academic proficiency. They must produce annual state and school district report cards that inform parents and communities about state and school progress. Schools that do not make progress must provide supplemental services, such as free tutoring or after-school assistance; take corrective actions; and, if still not making adequate yearly progress after five years, make dramatic changes to the way the school is run.

January 2006

3




Standards

- Standards: Performance standards are aligned with the more general content standards which represent what students know and be able to do as a result of their entire school experience.
 - Content Standards (What)
 - Define the knowledge, concepts, and skills that students should acquire at each grade level.
 - Encourage higher order reasoning and problem solving
 - Developed by subject specific professional teacher organizations (TESOL, NCTE, ACTFL, NCTM); the state legislature or local school districts.
 - Performance Standards (How Much)
 - Specific expectations of what students should know and be able to do at key benchmark levels, e.g. Grade 4, 8 and 11.
 - States are also required to develop performance standards with at least three levels: partially proficient, proficient and advanced.

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4



Setting Standards


Standards may be:

- (1) adopted as developed by a professional teacher association (TESOL, NCTM, National Board)
- (2) amplified, reordered or restated;
- (3) adapted and aligned with those from English language arts; or
- (4) applied or integrated with those from other content areas. (Gottlieb, 2002)

Standards are developed by teams of professionals working toward consensus.

January 2006

5



Content Standards Anchor Quality Assurance

- Content Standards are actualized through:
 - The syllabus, an outline of the course of study
 - The curriculum which prescribes what will be taught and when
 - The school accreditation process/ school inspections guide schools in the identification of areas in need of change
 - Professional development: pre-service teacher training, in-service teacher training and technical assistance in classrooms
 - The vision of the school administration and staff

January 2006

6




TESOL's Basis for Standards Development

General Principles of Language Acquisition

1. Language is functional.
2. Language varies.
3. Language learning is cultural learning.
4. Language acquisition is a long-term process.
5. Language acquisition occurs through meaningful use and interaction.
6. Language processes develop interdependently.
7. Native language proficiency contributes to second language acquisition.
8. Bilingualism is an individual and societal asset.


January 2006 7



TESOL's ESL PreK-12 Standards for Students

- **Goal 1: To use English to communicate in social settings**
 - **Standard 1** Students will use English to participate in social interaction.
 - **Standard 2** Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 - **Standard 3** Students will use learning strategies to extend their communicative competence.
- **Goal 2: To use English to achieve academically in all content areas**
 - **Standard 1** Students will use English to interact in the classroom.
 - **Standard 2** Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
 - **Standard 3** Students will use appropriate learning strategies to construct and apply academic knowledge.
- **Goal 3: To use English in socially and culturally appropriate ways**
 - **Standard 1** Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 - **Standard 2** Students will use nonverbal communication appropriate to audience, purpose, and setting.
 - **Standard 3** Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

January 2006 8



New TESOL's PreK-12 English Language Proficiency Standards!


- the **standards** focus on language development, understanding, and use within and around school.
- organized around **grade level clusters** (preK-K, 1-3, 4-5, 9-12)
- presented within **language domains** (listening, speaking, reading, and writing).
- standards are further broken down into **strands of sample performance indicators** that offer developmentally appropriate suggestions for scaffolding language instruction across five levels of English language proficiency.

January 2006 9

Table 3. Performance definitions for the five levels of English language proficiency.

Level 1- Starting Up	Level 2- Beginning	Level 3- Developing	Level 4- Expanding	Level 5- Bridging Over
Receptive Language: English language learners comprehend in English...				
Pictorial or graphic representation of the language of the content areas Words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support	High frequency language related to the content areas Phrases or short sentences	High frequency and some specific language of the content areas Expanded sentences in oral interaction or written paragraphs	Specific and some technical language of the content areas A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, related paragraphs	The technical language of the content areas A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports
Productive Language: English language learners produce in English...				
Words, phrases, or memorized chunks of language	Oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support	Oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support	Oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support	Oral or written language approaching comparability to that of English proficient peers when presented with grade level material


TESOL REVISED PREK-12 ENGLISH LANGUAGE PROFICIENCY STANDARDS PREVIEW DOCUMENT FOR REVIEW ONLY 03/04/05
January 2006 10



Measuring Progress

<ul style="list-style-type: none"> • Continuous Assessment <ul style="list-style-type: none"> – Periodic monitoring and recording student learning – Informs students about what they have learned and what they need to learn – Using data collected to modify instruction guided by standards – Used at the school level to monitor student learning 	<ul style="list-style-type: none"> • High-Stakes Assessment <ul style="list-style-type: none"> – Demonstrate that all students are meeting high standards – Comparison of student performance by state, school, ethnicity, and SES – Results effect a student or school – minimum standards are set – Results are used to guide an action plan for school reform
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January 2006 11

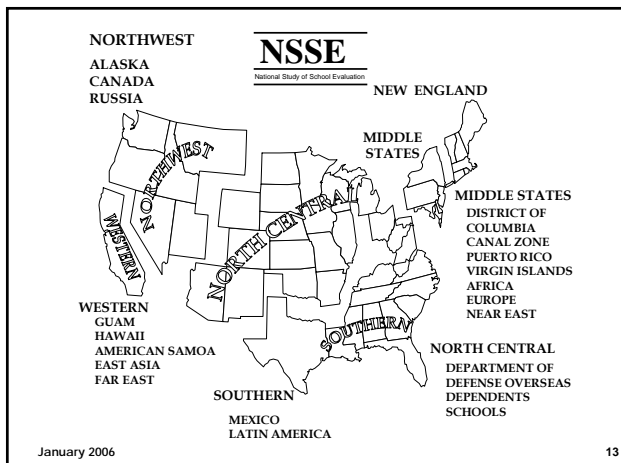



National Study of School Evaluation (NSSE)

The mission of the National Study of School Evaluation (NSSE) is to provide educational leaders with state-of-the-art resources, tools, and support services to enhance and promote student growth and school improvement through accreditation. It is the research branch of the national school accreditation commission.

- ✓ Helps schools self-assess the quality of their work by focusing on student performance and focusing on the effectiveness of the school.
- ✓ Fosters a research & development orientation within the school that underscores the commitment to continuous improvement.
- ✓ Assists schools maximize the use of the results of the evaluation as they engage in school improvement planning.

January 2006 12

Program Evaluation

Part 1: Focusing on the quality of the work of the students

- Defining the Expectations for Student Learning
- Analyzing Student Performance
- Identifying priorities for Improving student Learning

Part 2: Focusing on the quality of the work of the school

- Analyzing Instructional and Organizational Effectiveness
- Collecting Data and Evidence
- Identifying priorities for improving the quality of the work of the school

January 2006 (NSSE, 2002) 14




Improving Programs is a Process

1. Developing the School Profile
2. Defining Beliefs and Mission
3. Defining Desired Results for Student Learning
4. Analyzing Instructional and Organizational Effectiveness
5. Developing the Action Plan
6. Implementing the Plan and Documenting Results

School Improvement: Focusing on Student Performance

January 2006 15



Steps

1. Developing the Profile
outlines a process for gathering and analyzing information about the students and community

2. Defining Beliefs and Mission
sets the common mission statement and purpose of the school


3. Defining Desired Results for Student Learning
Setting expectations using:
Curriculum
Standards
Assessment
Develop Schoolwide Goals

4. Analyzing Instructional and Organizational Effectiveness
•Helps schools assess the quality of their work
•Review research-based indicators of high performing schools
•Examine alignment of practice with the school's beliefs and mission

5. Developing the Action Plan
•Design the improvement initiatives to achieve the goals
•Estimate the timeline and resources for implementing strategies for change
•Identify leadership responsibilities for implementation
•Means for documenting the effectiveness of the process of improvement

6. Implementing the Plan and Documenting Results

January 2006 16




Your Steps

In Discussion Groups

1. Briefly write your School Profile
2. Explain your school's beliefs and mission
3. State the Desired Results for Student Learning
4. Describe the data you would collect to analyze instructional and organizational effectiveness
5. Draft an Action Plan
6. Hypothesize about the obstacles that you may face as you implement this plan.
- What Will Work and What Needs Another Approach!

January 2006 17



Action in 2006 to Assure Educational Quality!

Are any of the procedures used in the US currently in place in Poland?

What aspects of the US process will work in Poland?

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STEPS for SUCCESS!

January 2006 18