Please answer the following questions:

**Please update us on any changes you made to your team action plan:**

No significant change was made to the team action plan since it was submitted in December, 2013.

**Analysis of Data on Teacher Learning:** We examined our reflections on the 6 shifts, and CCLS and found the following: (Support each claim with examples/evidence)

As laid out in our team action plan, the central goal of this year’s professional development was to expand and strengthen in-service teachers’ understanding of what it means to teach language through content. We zeroed in on this focus for three key reasons. First, most of the English language instruction for English language learners, especially those classified as having intermediate and advanced English proficiency, is conducted through content-based instruction. Second, because of its emphasis on college and career readiness, CCLS are sometimes mistakenly interpreted as a shift away from the development of students’ language to the development of students’ content knowledge, even though CCLS directly states that the development of students’ academic language is the key to the development of their content knowledge. Third, our own observations in the fall of 2013 and earlier part of the spring of 2014, the development of students’ English language is not receiving as much as attention as it should.

To broaden and deepen the participants’ understanding of content-based language instruction, we encouraged pre-service teachers who took Professor Jean Ann’s EDU 325 class to develop language-focused instruction via content (Living Environment and US. History) for the after-school program. These language-focused lessons start with a written text often recommended by the five in-service ESL teachers. The pre-service teachers were asked to use these content texts to develop language-focused learning activities. These language-focused learning activities were implemented with English language learner students in the first hour of our after-school program. The professional development for the five in-service ESL teachers took place in two forms. First, they had to observe and evaluate language-focused content-based learning activities implemented by others, identifying both their possibilities and their limitations. Second, with the instruction providing the focus for the discussion in the second hour of after-school program, the participants had to evaluate what they saw and reflect on what it really means to teach language in content-based instruction.

We found subtle shifts in the following areas with respect to the in-service ESL teachers.

a. The perception held by some participants that language instruction has to give way to content instruction because of CCLS is being challenged. There is acknowledgement that language instruction
and content instruction must happen hand in hand.

b. There is now a realization that not all content terms are academic language. For instance, “the Emancipation Proclamation”, when taught as a whole, is not academic language. For these words to be useful to English language learners, ESL teachers need to ensure that students need to learn how these words can be unpacked and how they are used in different academic contexts.

c. There is a growing awareness to teach and highlight complex grammatical structures (a hallmark of academic language) rather than the limited vocabulary focus.

d. There is a renewed understanding that what these ESL teachers dub as content instruction is in fact language instruction. For instance, when ESL teachers provide a discourse frame to help English language learners to address specific essay questions in Regents, they are in fact helping students understand the essay structure.

e. Most important of all, the entire ESL team realized that their students were not given enough opportunities to read and grapple with complicated texts and that too many of the texts were simplified or explained for them, which makes students ill-prepared when it comes to the Regents.

There is a renewed and concerted emphasis on reading authentic texts.

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<th>Analysis of Data on Student Learning: We examined ____________ and found the following: (Give examples/evidence for each claim).</th>
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<td>a. central goal of the afterschool program is to provide extended time for the participating English language learners to interact with native English speakers. The afterschool program provided such time, offering them an opportunity to interact one on one or in a small group setting with native English speaking pre-service teachers.</td>
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<td>b. The after-school program provided FHS students an opportunity to strengthen their understanding of content (i.e. cloning, its benefits and the problems it raises, among other topics) while at the same time focusing their attention more directly on academic language associated with Living Environment and US History. The after-school program encouraged them to read more on these topics and provided more opportunities to unpack the complex academic language associated with these subjects.</td>
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<td>c. By focusing on language, the after-school program raised in-service teachers’ awareness of the importance of teaching language, which should have a more direct effect on what they teach in their own classes. Some in-service teachers talked about placing more focus on the English language, which should have an impact on student learning.</td>
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<td>d. CCLS places the emphasis on getting students college- and career- ready. The afterschool program provided an opportunity for these students to learn from pre-service teachers why it is important to obtain a college education and what it is like to be a college student. According to Dawn Kivlehan, the Coordinator of the ESL department at Fowler High School, eight ESL high schoolers applied for admission to SUNY Oswego for the first time.</td>
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Even though we do not yet have data on how these students perform on Regents and other state tests as they are just completed, we do believe that our professional development efforts have had positive effects on student learning either directly through the afterschool program and indirectly through the professional development for in-service ESL teachers.