
PRELIMINARY FINDINGS

Qualitative Teacher Reflections:

- “Through the Project, I have learned ways that second language learners learn, and it has made me more sensitive to their needs as second language learners.”
- “I have noticed that I am no longer second guessing myself. Working with Project ELLA has given me the confidence to know that my instruction is up to par.”

Quantitative:

- The language of the student mirrored the language used by the teacher.
- Students instructed in English achieved greater gains in English than students instructed in Spanish *without intervention*.
- Students instructed in Spanish achieved greater gains in Spanish than students instructed in English.
- TBE-Enhanced (One-Way Dual Language) students are catching up, or have caught up to SEI students in English on all measures, and have outscored in broad reading skills.
- TBE-Enhanced (One-Way Dual Language) students are maintaining their native language, Spanish—while at the same time, acquiring English.



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Foundations of
Collaborative Research
Through A Longitudinal
Randomized Trial
Study of English
Language and Literacy
Acquisition

Project ELLA

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Office of English Language Acquisition
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PROJECT ELLA

OBJECTIVE

Project ELLA is a five year longitudinal study that followed a group of students from kindergarten through third grade to determine which instructional delivery model is most effective in promoting English language acquisition and literacy by studying under what circumstances certain students respond more favorably to a specific model.

RESEARCH QUESTIONS

1. How effective are Structured English Immersion (SEI) and Transitional Bilingual Education (TBE) programs in developing English proficiency and reading achievement for English-language learners whose first language is Spanish?
2. Is there a difference in the effectiveness of each model type when instruction is enhanced to reflect best practices in language and literacy instruction as compared to instruction typically provided within each program type?

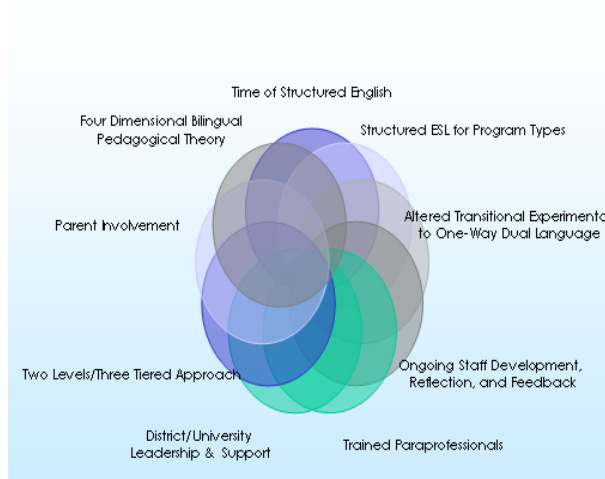
FOUR CONDITIONS OF TREATMENT

	Structured English Immersion	Transitional Bilingual Education
Enhanced	<ul style="list-style-type: none"> Kindergarten <ul style="list-style-type: none"> 75 minutes structured ESL intervention 1st, 2nd, & 3rd grade: <ul style="list-style-type: none"> 90 minutes structured ESL intervention 	<ul style="list-style-type: none"> Kindergarten <ul style="list-style-type: none"> 75 minutes structured ESL intervention 1st, 2nd, & 3rd grade: <ul style="list-style-type: none"> 90 minutes structured ESL intervention
Typical	<ul style="list-style-type: none"> 45 minutes ESL (instructional content varies) 	<ul style="list-style-type: none"> 45 minutes ESL (instructional content varies)

INTERVENTION MODEL

Project ELLA tested an enhanced and aligned ESL intervention model that incorporated structured and direct instruction, ESL strategies, context embedded vocabulary, and higher order thinking skills. The ELLA model includes a strong university and district partnership and support to provide two levels and three tiers of intervention into the second language classroom.

ELLA MODEL



Level 1: Teacher Level Professional Development

Level 2: Student Level Instructional Intervention

Tier I. Regular Language Arts (Spanish and/or English)

Tier II. Structured ESL Intervention

Tier III. Tutoring for Struggling Students

DATA COLLECTION

Qualitative Measures: Factors that facilitate or impede the implementation and effectiveness of the intervention were investigated through:

1. Interviews (Principals, Intervention Teachers, Parents, and Coordinators)
2. Surveys (Intervention Teachers, Paras)
3. Teacher Portfolios
4. Field notes from classroom observations

Quantitative Measures:

1. Implementation fidelity measures taken four times throughout each school year using the Transitional Bilingual Observation Protocol (TBOP) and Teacher Observation Record (TOR)
2. Student achievement measures, administered in both English and Spanish, focused on language proficiency, language development, and reading for ELLs using various instruments, including, but not limited to:

- IPT
- WLPB-R
- DIBELS
- ITBS
- TAKS