

Research-Based Practices for the Sake of English Learners



Maria G. Dove, Ed.D.


with special thanks to Andrea Honigsfeld, Ed.D.

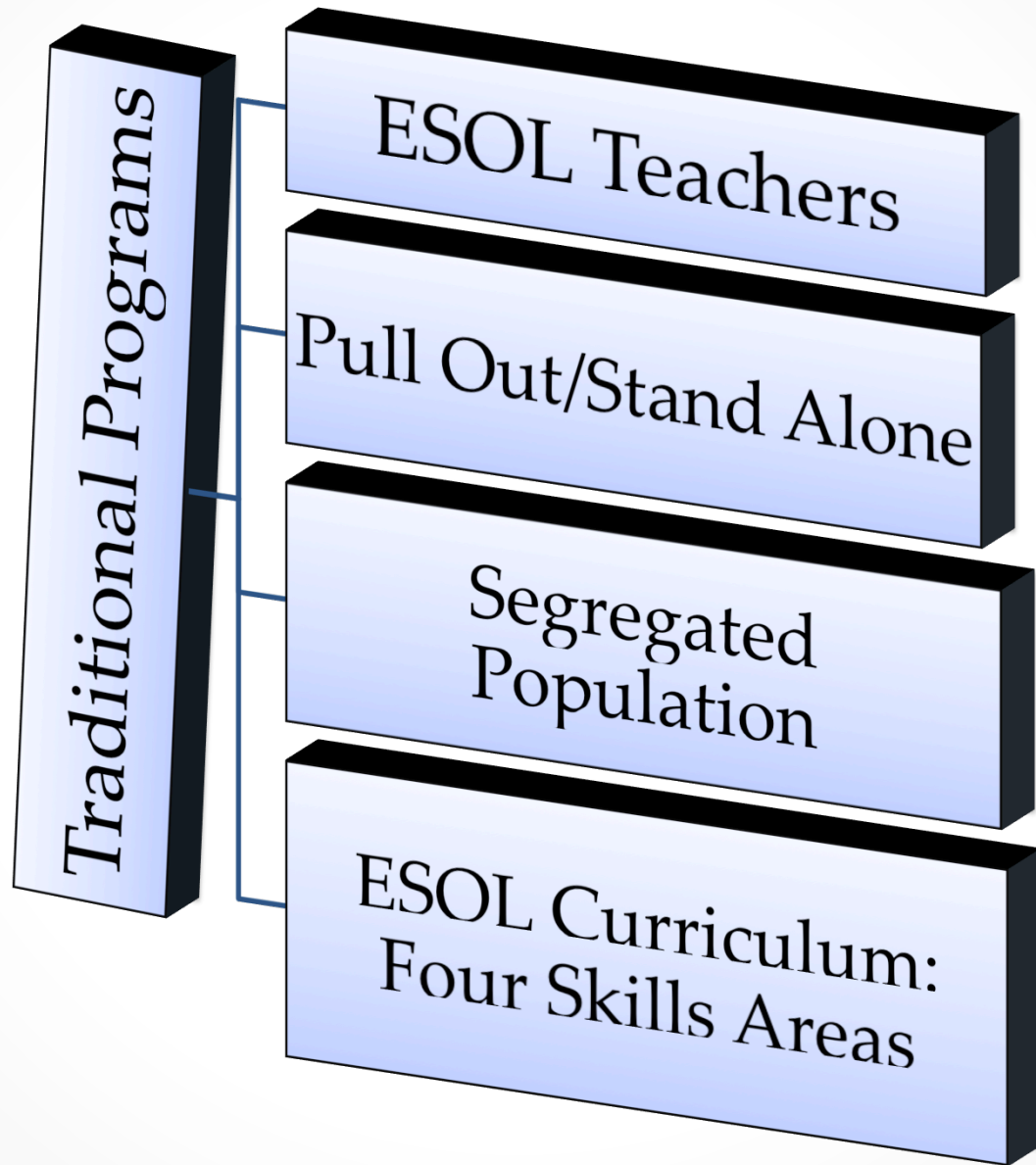
mdove@molloy.edu

IABE Conference 2020

AGENDA



- Discuss various types of collaborative practices for the sake of English learners
 - Explore how teacher collaboration yields effective instruction to meet the diverse academic and language development needs of English learners
- 



Traditional Programs

ESOL Teachers

Pull Out/Stand Alone

Segregated
Population

ESOL Curriculum:
Four Skills Areas

What's in a Word?

Integrated



**Integrated, Collaborative Service
Delivery**

Integrated, Collaborative Service Delivery

**Collaborative Teacher Teams: ESOL &
Grade-Level/Content Teachers**

Integrated Instructional Services

Integrated Student Population

**Integrated Curriculum: Content &
Language**

Why?





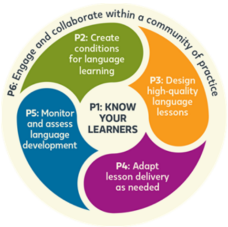
	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 9:20					
9:20 - 10:00		LOTE		LOTE	
10:00 - 10:40	Reading	Reading	Reading	Reading	Reading
10:40 - 11:20					
11:20 - 12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00 - 12:15					
12:15 - 12:45	Waterford	Waterford	Waterford	Waterford	Waterford
12:45 - 1:00					
1:00 - 1:50	ESL	ESL	ESL	ESL	ESL
1:50 - 2:30	Phys Ed	Art	Music	Phys Ed	Library
2:30 - 3:05	ESL	ESL	ESL	ESL	ESL
3:10 - 3:30					

Graduation Rates & SEL

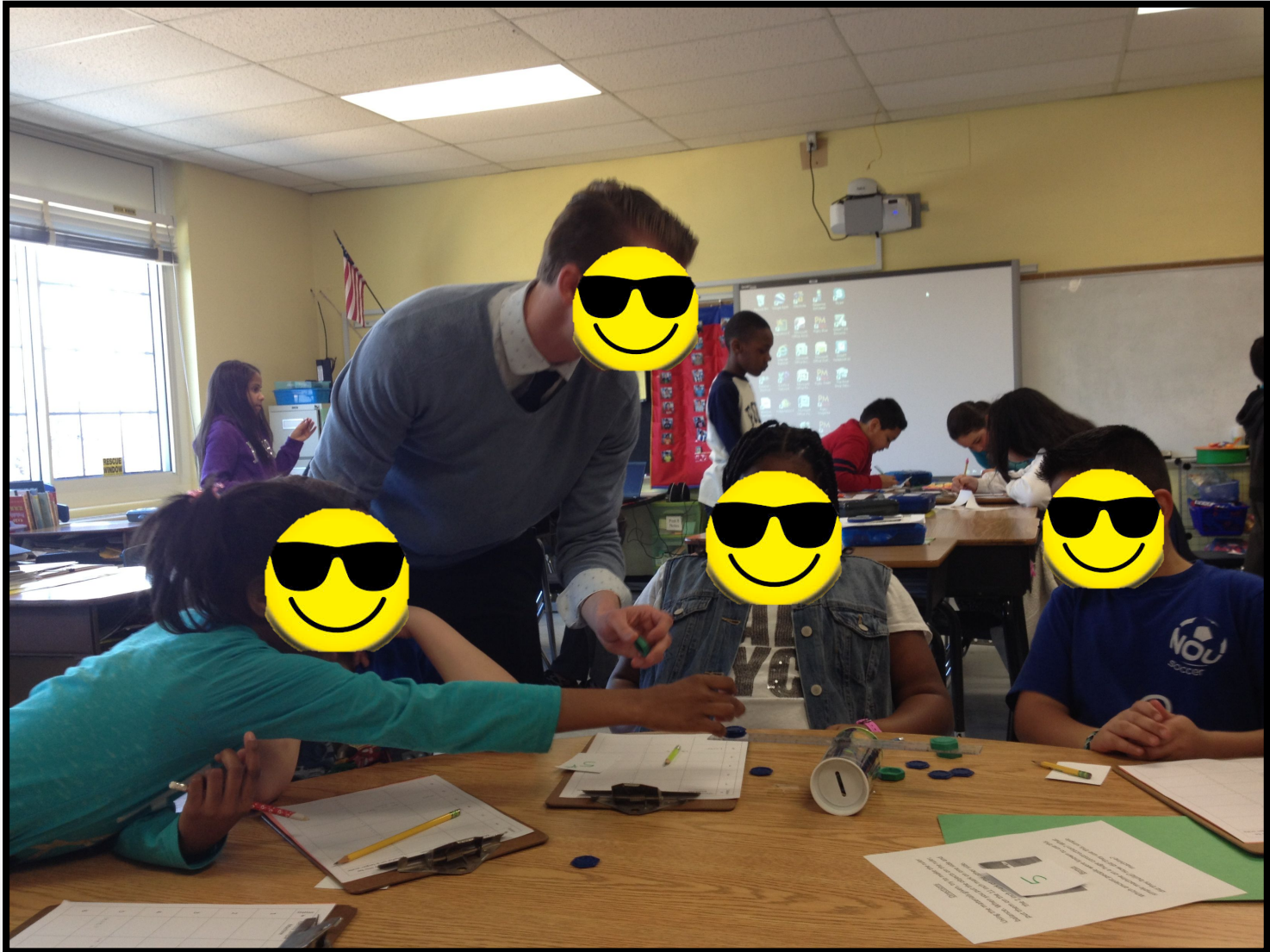


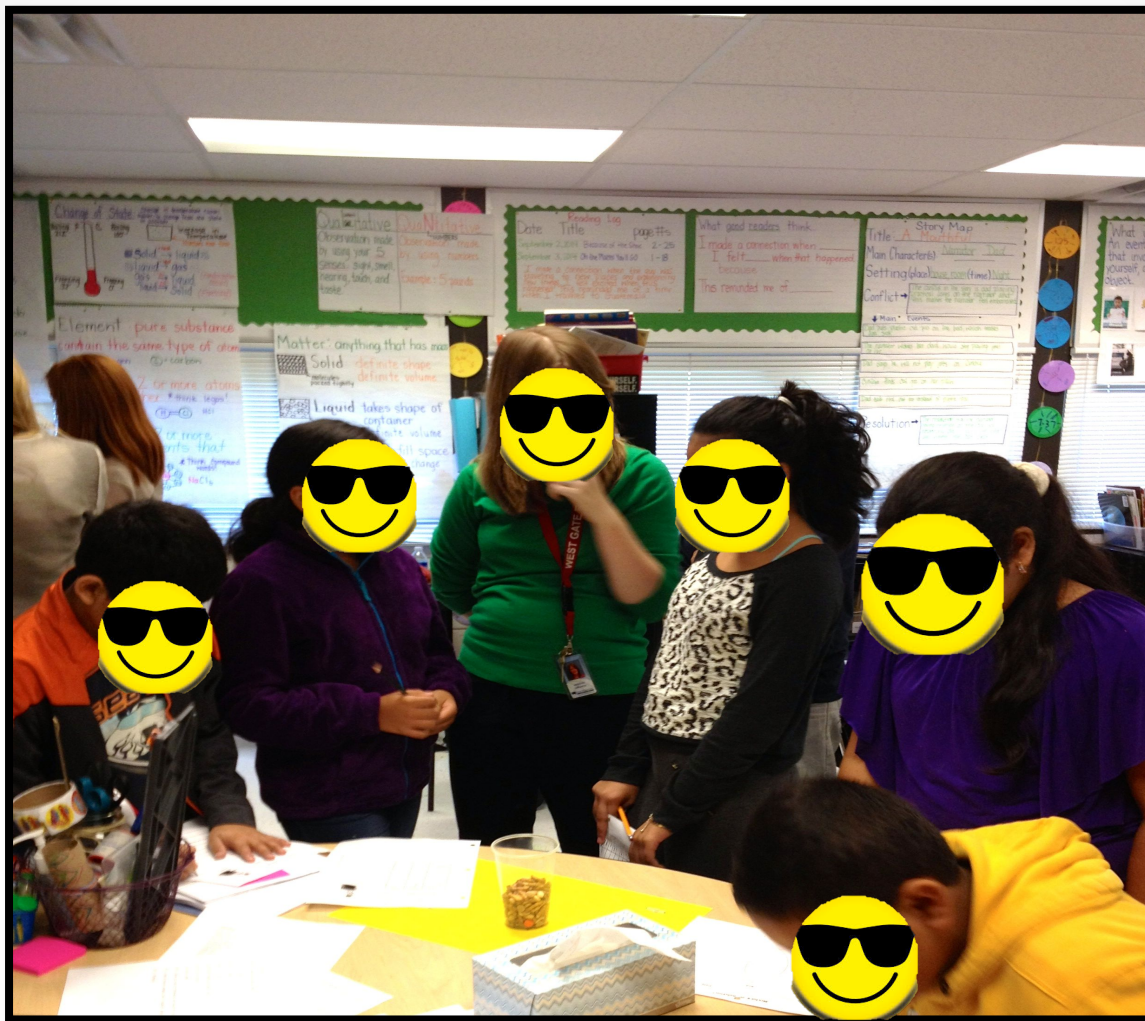
Liz Scaduto and Angelica Diaz



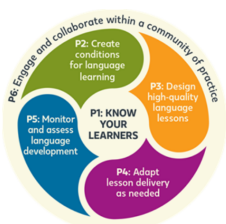


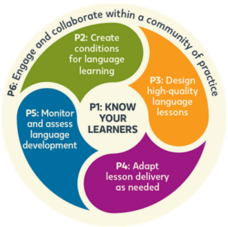
(2) Conditions for language learning: All teachers are teachers of English learners





(3) Design high-quality lessons: Engage all ELs in instruction that is grade- appropriate, academically rigorous, and aligned with the state standards.





(6) Engage and collaborate in a community of practice: Leverage the expertise of ESOL and Bilingual teachers while increasing their professional capacities

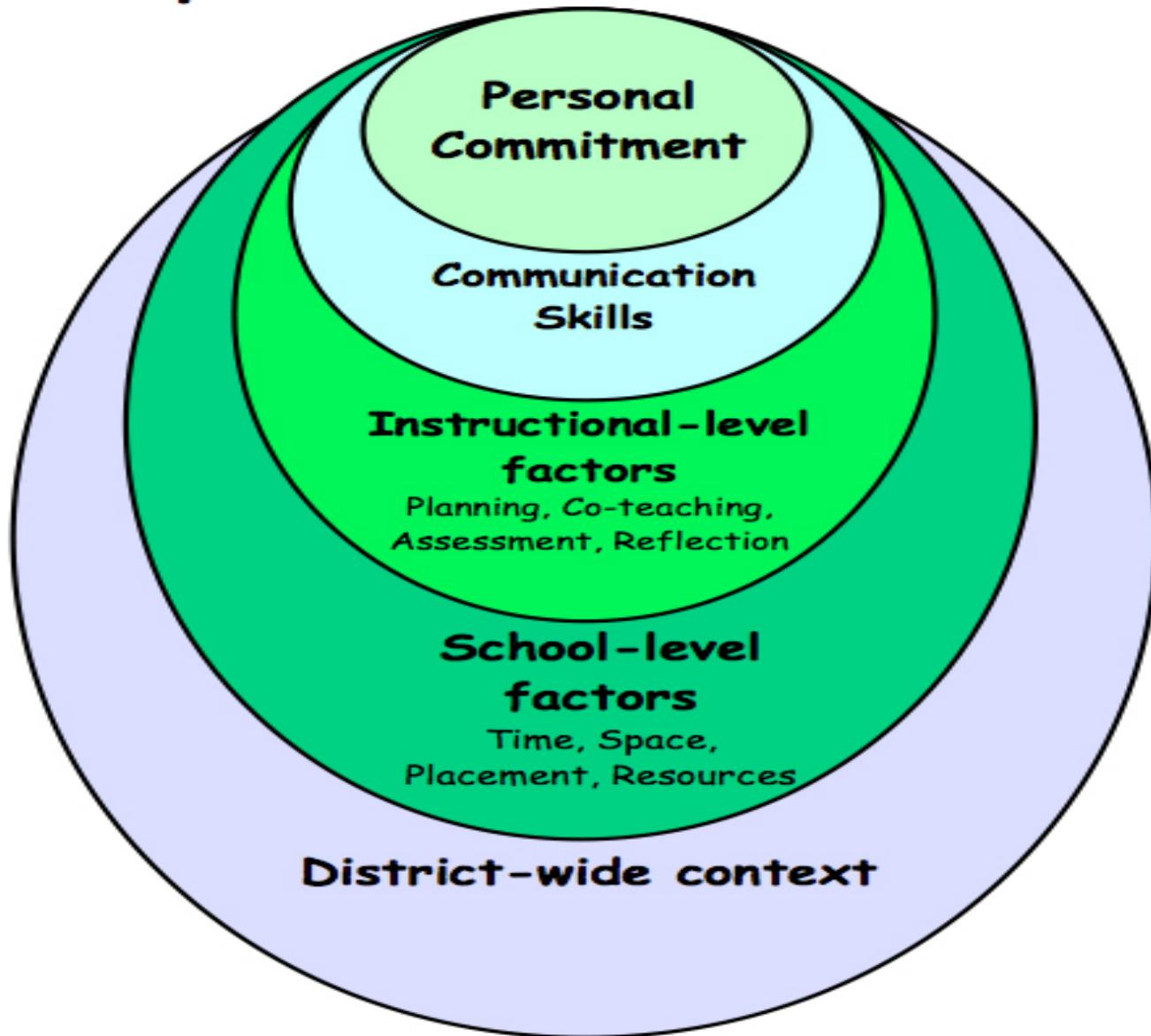


Effective Collaboration



“Effective collaboration among educators is a goal-centered enterprise that focuses on student achievement as its main objective. It encompasses targeted discussions, analysis of data, standards reviews, the co-construction of essential curricula, lesson planning, the development assessment tools and techniques, and the thoughtful examination and re-examination of instructional delivery” (Honigsfeld & Dove, 2019).

Components of Collaboration



What Does True Collaboration Look Like?



**Richard DuFour: Professional Learning
Communities (PLCs)**



True Collaboration

Ingredients: Collective accountability for adult and student learning, honest talk about teaching practice, risk-taking, reflection, assessment based on student work and achievement data, systemic support for collaboration (may include the following: time, proximity, embedded in daily routine, specific guidelines)

Adapted from: *DuFour, R. (2003). 'Collaboration lite' puts student achievement on a starvation diet. Journal of Staff Development, 24, 4, 63-64.*

Nutrition Facts

Serving Size 1 school
Serving Per Container 45

Amount per serving

Calories 450 Calories from fat 45

% Daily Value

Total Fat 5g **5%**

Cholesterol 0g **0%**

Sodium **0%**

Total Carbohydrate 15g **20%**

Protein 32g **45%**

Vitamin L 100%

Vitamin C 100%

Vitamin S 100%

Vitamin R 100%

Vitamin A 100%

Vitamin L = LEARNING

Vitamin C = COMMUNITY

Vitamin S = SYSTEMIC CHANGE

Vitamin R = RELATIONSHIPS

Vitamin A = ACHIEVEMENT GAINS

Honest Talk



Video Viewing: Recap

- Identify challenges – both individual and team
- Affirm your positive intentions with one another – focus on student learning
- Use nonjudgmental language to build understanding – paraphrase to identify that you are listening
- Be cognizant of and respect each others differences
- Understand that relationships do not always have a smooth start





... listening... requires not only open eyes and ears, but open hearts and minds. We do not really see through our eyes or hear through our ears, but through our beliefs... It is not easy, but it is the only way to learn what it might feel like to be someone else and the only way to start the dialogue.

-Lisa Delpit

How can we
effectively
support English
learners through
collaborative
practices?



The *New* Three Rs

*Inspired by Rigor/Relevance Framework,
the International Center for Leadership in Education*

- **Rigor**
- **Relevance**
- **Research**

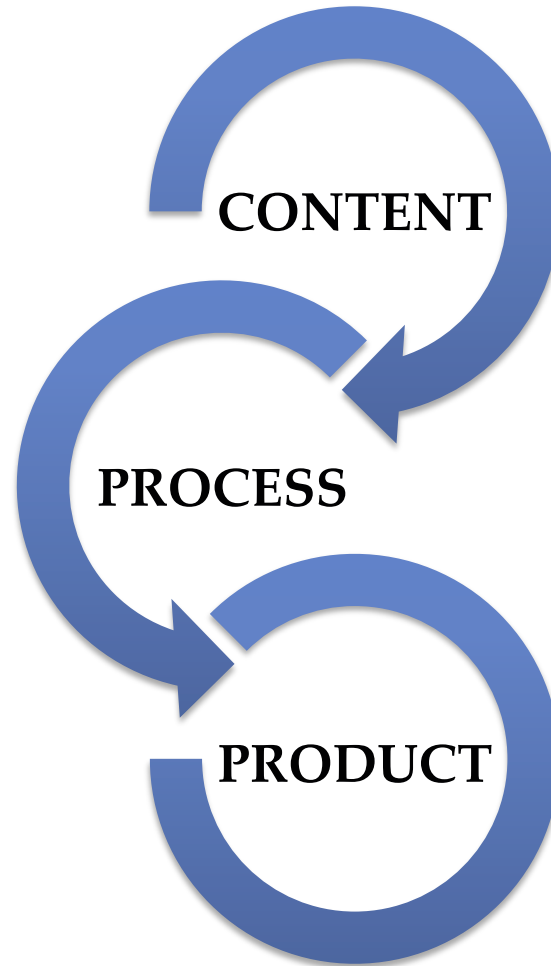




RIGOROUS

**YOU KEEP USING THAT WORD. I DO NOT
THINK IT MEANS WHAT YOU THINK IT
MEANS.**

RIGOR



Please read the following:



Planificación del programas para los estudiantes bilingües

La elección del programa más adecuado para los estudiantes bilingües dependerá de una serie de factores que varían según la escuela, el distrito y el estado, como por ejemplo el número de estudiantes del idioma inglés que tiene y sus antecedentes educativos.

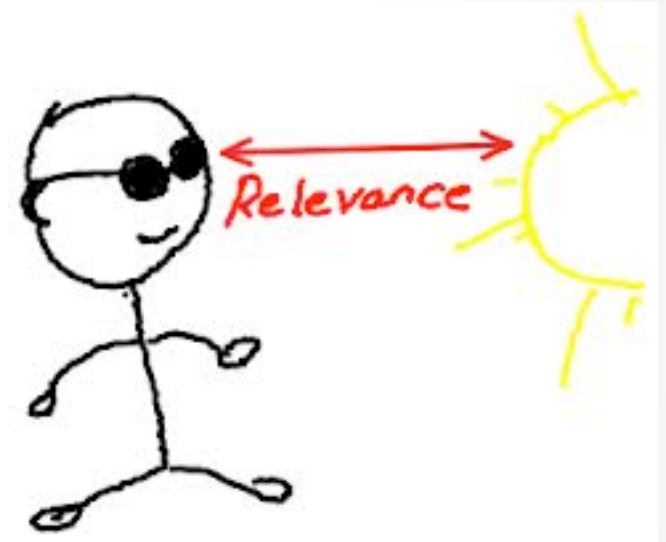
What strategies...

- ...did you use as a learner?

- ... could/should I have provided as a teacher?

RELEVANCE

- TO THE STUDENT
- TO THE SCHOOL CURRICULUM
- TO THE GREATER COMMUNITY



How good is your schema?

The questions that p_____ face as they raise
ch_____ from in_____ to adult life
are not easy to an_____. Both
fa_____ and m_____ can become
concerned when health problems such as
co_____ arise any time after the
e_____ stage to later life. Experts
recommend that young
ch_____ should have plenty of
s_____ and nutritious food for healthy
growth. B_____ and g_____ should
not share the same b_____ or even sleep in
the same r_____. They may be afraid of the
d_____.

There are two basic ways to build *schema*:

- Activating prior knowledge
- Increasing prior knowledge



When activating and increasing prior knowledge, consider the following:

- Activate prior knowledge before, during, and after reading
- Provide additional background information about the topic
- Use students' schema to enhance their understandings and to provide a framework for new information



Research-Based Strategies

Key features likely to improve student learning:

- Clear goals and objectives (teacher clarity)
- Modeling and demonstration
- Challenging material (academic rigor)
- Active student engagement
- Ongoing feedback, and ample practice
- Structured, focused interaction with peers
- Well-established, instructional routines
- Building background knowledge



Anticipation Guide

<http://wvde.state.wv.us/strategybank/AnticipationGuide.html>

ANTICIPATION GUIDE

JAPANESE INTERMENT

Before Reading	STATEMENT	After Reading
	1. There were no American citizens of Japanese descent living in the United States when Pearl Harbor was attacked.	
	2. The President of the United States issued an order that all people who had ancestors from Japan were to leave their homes with only a few belongings.	
	3. Japanese planes bombed the naval base at Pearl Harbor on December 7, 1941.	
	4. The United States did not declare war on Japan.	
	5. The American citizens of Japanese ancestry were spying and had to be imprisoned to protect U.S. interests.	

ANTICIPATION GUIDE: Poultrymen

Before

Statements

After

- **Poultrymen** face many problems with raising chickens
- The **incubation** of **eggs** is a delicate process and questions do not always have easy **answers**.
- **Farmers** and **merchants** sometimes must consider health problems such as **coccidiosis** occurring after the egg stage
- Baby **chicks** do not need plenty of **sunshine**
- **Banties** and **geese** should never share the same **barnyard** or **roost**.

How good is your schema now?

The questions that p_____ face as they raise
ch_____ from in_____ to adult life
are not easy to an_____. Both
fa_____ and m_____ can become
concerned when health problems such as
co_____ arise any time after the
e_____ stage to later life. Experts
recommend that young
ch_____ should have plenty of
s_____ and nutritious food for healthy
growth. B_____ and g_____ should
not share the same b_____ or even sleep in
the same r_____. They may be afraid of the
d_____.

How schema matters!



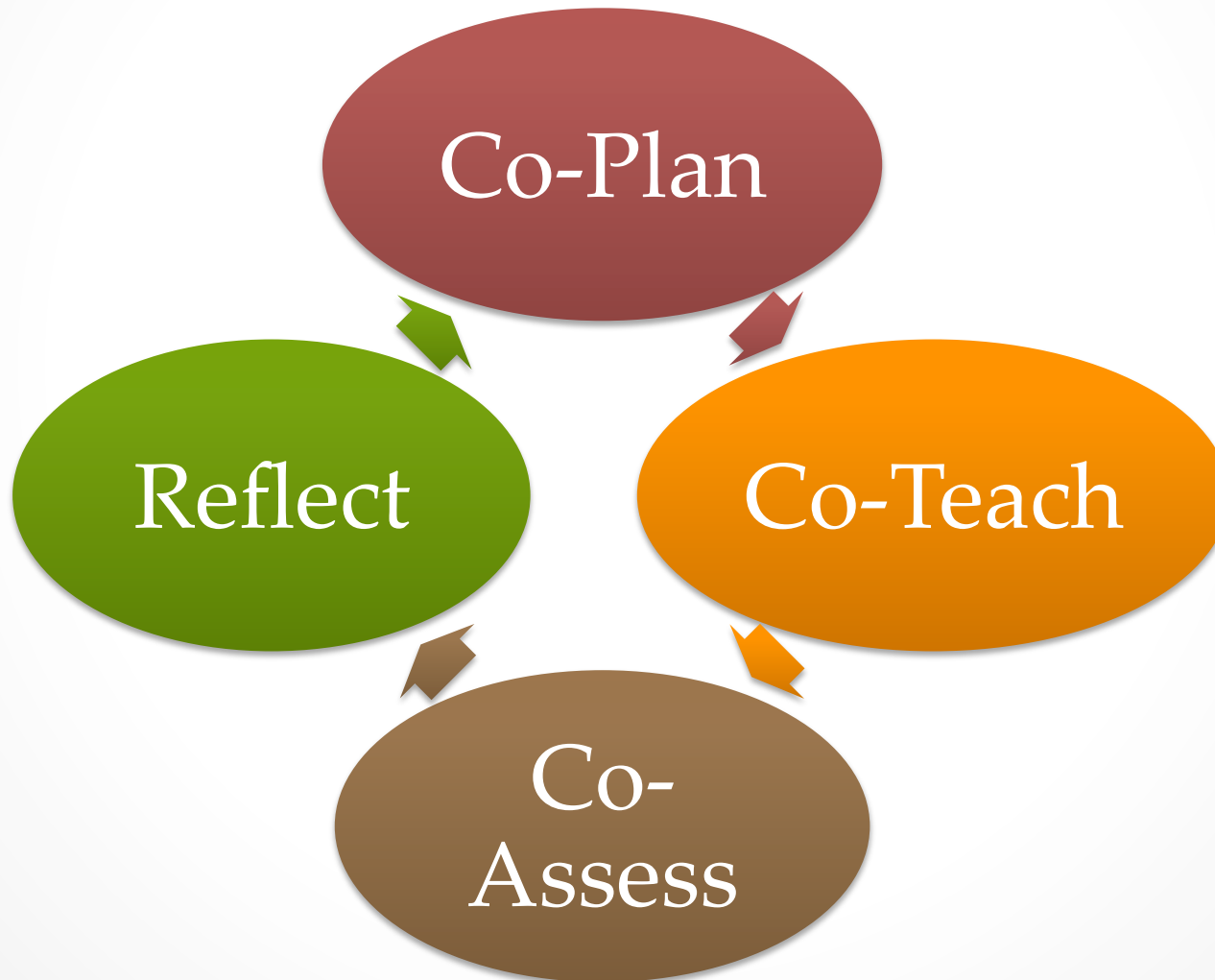
The questions that poultrymen face as they raise chickens from incubation to adult life are not easy to answer. Both farmers and merchants can become concerned when health problems such as coccidiosis arise any time after the egg stage to later life. Experts recommend that young chicks should have plenty of sunshine and nutritious food for healthy growth. Banties and geese should not share the same barnyard or even sleep in the same roost. They may be afraid of the dark.



Collaborative Teaching Teams



Collaborative Planning, Instruction, and Assessment



Collaborative Planning

- On the fly
- Once in a while
- You plan, I follow
- Integrated in the school day
- Systemic and sustained
- Supports Team (grade-level) and individual (partners)
- Integrates the use of technology



Routines for Co-Planning Success

ORGANIZATION



PRE-PLANNING



CO-PLANNING



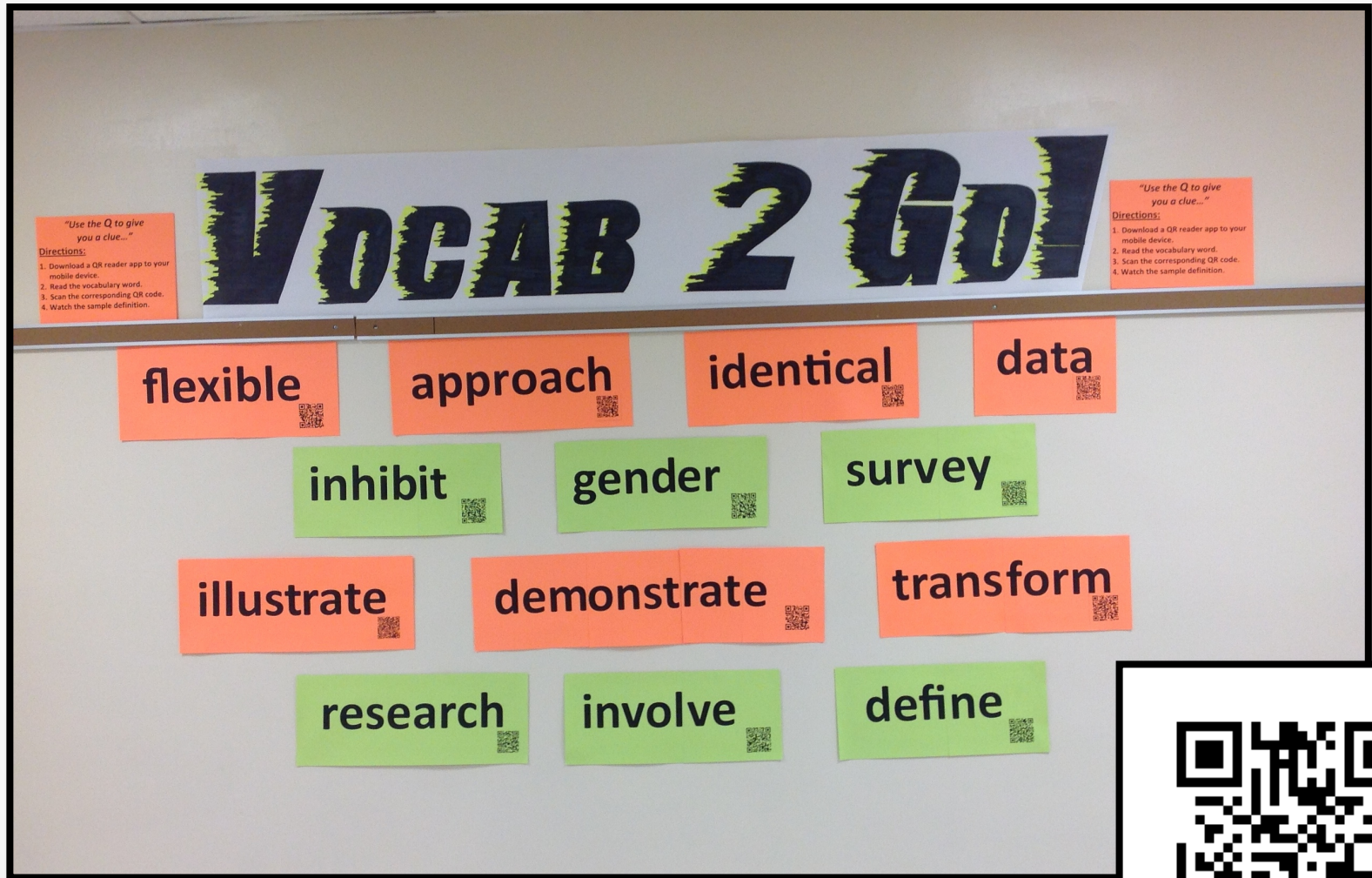
POST-PLANNING



Collaborative Development of Lesson Ideas and Materials



Vocabulary Support Outside the Classroom



PM Middle School



Billboards



Quotient

The answer when **dividing** numbers



Product

The answer when **multiplying** numbers



Difference

The answer when **subtracting** numbers



Sum

The answer when **adding** numbers

descending

numbers are arranged from the **largest** number, to the **smallest** number.

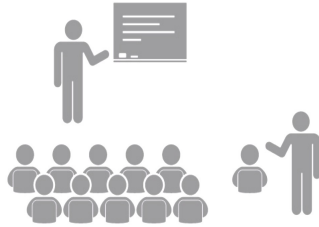
Example: **100, 45, 25, 18, 3**

ascending

numbers are arranged from the **smallest** number, to the **largest** number.

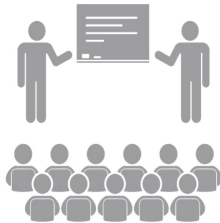
Example: **3, 18, 25, 45, 100**

Co-Teaching Models: One Group of Students



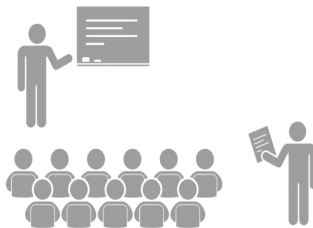
MODEL 1:

One Leads, One
"Teaches on Purpose"



MODEL 2:

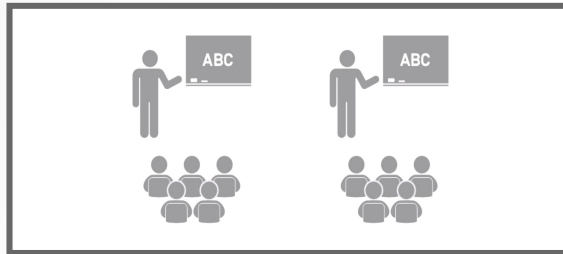
Two Teachers Teach



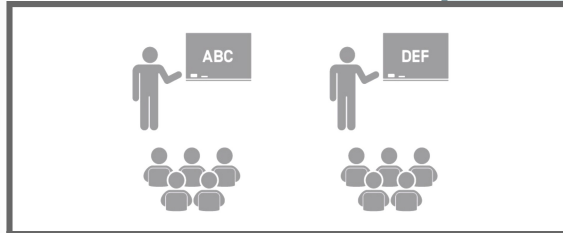
MODEL 3:

One Teaches
One Assesses

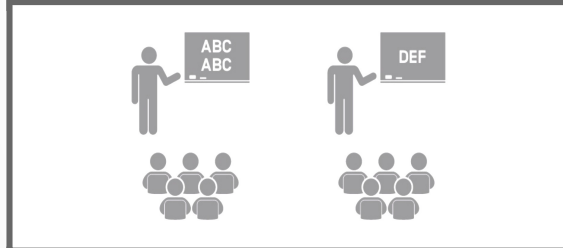
Co-Teaching Models: Two+ Groups of Students



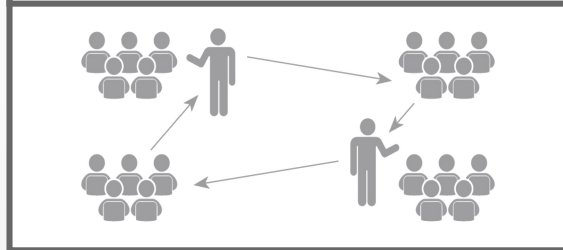
MODEL 4:
Two Teach Same Content



MODEL 5:
One Pre-teaches One
Teaches Alternative
Information

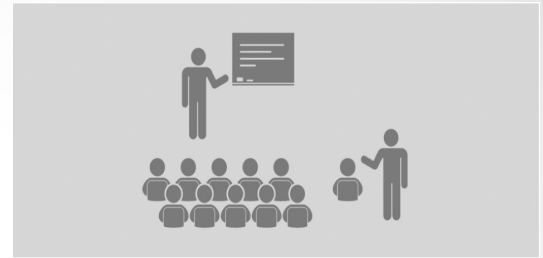


MODEL 6:
One Re-teaches One
Teaches Alternative
Information



MODEL 7:
Multiple Groups
Two Monitor/Teach

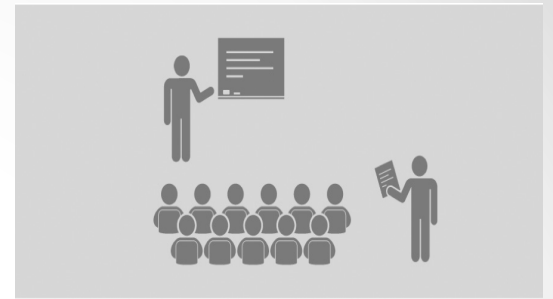
Model 1



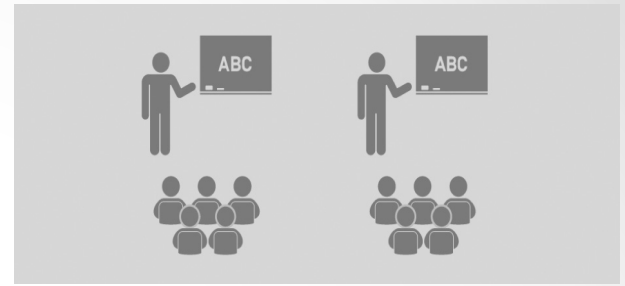
Model 2



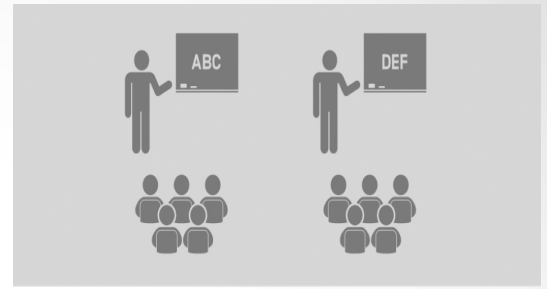
Model 3



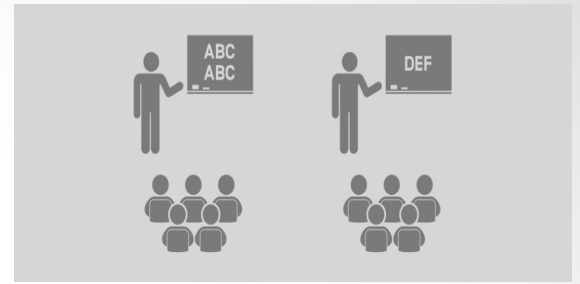
Model 4



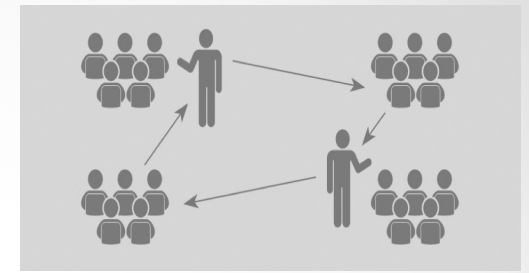
Model 5



Model 6



Model 7



Questions?

