Success with Linguistic Minority Students at the Secondary Level

UW Spring ESL Conference
2016

Chad Ransom
Director of Second Language Services
cransom@tcsd.org

Chad Ransom
Director of Second Language Services
cransom@tcsd.org

Jackson has given me a place to call home. It gave my parents the opportunity to work. It gave my sisters and me the opportunity to learn.

Yazmin Montiel
Senior National Honor Society
Latina Bridges and Hope, johnaice1@gmail.com for information

Bridges and Hope: A Latina Success Story
In Jackson

"Jackson has given me a place to call home. It gave my parents the opportunity to work. It gave my sisters and me the opportunity to learn."

Yazmin Montiel
Senior National Honor Society JHHS Latina

Bridges and Hope: A Latina Success Story In Jackson

"Jackson has given me a place to call home. It gave my parents the opportunity to work. It gave my sisters and me the opportunity to learn."

Yazmin Montiel
Senior National Honor Society JHHS Latina
“We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven’t so far.”--Ron Edmonds

Bag of Tricks

Slide the Line

Variations: Fold the Line

Purpose: Quick homogeneous or heterogeneous groupings

Bonus: Kinesthetic, student self-assessment, no prep.

Today...

1. Something for you to try in your practice
2. Something for you to influence in your system
3. Some things for the future

Mission

“…ensure that all students have the foundation for success…”

“…enabling students to become successful individuals…”

“Empowering All Students To Succeed in a Changing World”

What do we need our students to be? What do they need to do to
“Success”
- Academics
- Language
- Social Skills
- Life Skills
- Critical Thinking
- Life-long learner

Unfortunately, many ELL students are not “successful” in schools.
- 38.4% of foreign born Hispanic students don’t graduate from high school.

*Might be difficult, but it is possible!*

**HS Graduation Rates**

<table>
<thead>
<tr>
<th>Year</th>
<th>WY White</th>
<th>WY Hispanic</th>
<th>TCSD Hispanic</th>
<th>TCSD EL</th>
<th>TCSD White</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/2010</td>
<td>55</td>
<td>65</td>
<td>67</td>
<td>73</td>
<td>85</td>
</tr>
<tr>
<td>2014/2015</td>
<td>92</td>
<td>92</td>
<td>92</td>
<td>94</td>
<td>100</td>
</tr>
</tbody>
</table>

**Bag of Tricks**

**Think-Pair-Share**
- Variations: Turn to your neighbor
- Purpose: language practice
- Bonus: comprehension check, wait time, increased participation
Building Bridges for Student Success

**Students**
- Language
- Culture
- Poverty
- Learning Styles
- Prior Learning/Experience
- Cognitive Disability
- Attitude

**Curriculum & Instruction**

---

**Low Expectations**

- Language
- Culture
- Poverty
- Learning Styles
- Prior Learning/Experience
- Cognitive Disability
- Attitude

---

**High Expectations and no support**

Beliefs about teaching
The way we’ve always done it

---

**Making content accessible.**

**Instructional Shifts**

**Structural Adaptations**

**Changing Beliefs**

---

School-Wide

- Vertical System
- Coherence

---

Horizontal Classroom

---
Paradigm

“It’s the way we ‘see’ the world—not in terms of our visual sense of sight, but in terms of perceiving, understanding, interpreting.” (Covey, 1989, pg. 23)

Paradigm

• Life is fair
• One person can make a difference
• Racism isn’t a problem now
• The copy machine is the most important piece of technology in my school
• The bell curve is a reality, if we want to keep high “standards”
• I lecture, so that I can prepare my students for college.

Paradigm

• Learning occurs best when students are quiet.
• Tests are a valid form of assessment
• The teacher/textbook is always right.
• Grades are a necessary part of student motivation
• I have to cover all the material in the textbook
Disclaimer

If we believe that other people have beliefs that are getting in the way, then we also have to admit to ourselves that we may have beliefs that are getting in our way.

Beliefs do not change in an instant or a week.

“Statistics do not tell the story of immigration. People do.”—Raul Ramos y Sanchez

Stereotypes are bad, generalities are good
Poverty & Language

- Children in white-collar families hear 2,100 words per hour on an average day, compared to 600 per hour in welfare families.
- By age four, children in welfare families have almost 26 million fewer words of language experience than the average child in a white collar family.

Hart & Risley

Poverty & Language

Community: Beverly Hills  Compton

Books in home:

Books in classroom:

In school:

In public libraries:

Bookstores:

Krashen

Poverty in the Classroom

<table>
<thead>
<tr>
<th>Directions</th>
<th>Students become off-task easily--behavior--incomplete assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cannot follow directions</td>
<td></td>
</tr>
<tr>
<td>--little procedural memory</td>
<td></td>
</tr>
<tr>
<td>used in poverty</td>
<td></td>
</tr>
<tr>
<td>• Constantly Talking</td>
<td></td>
</tr>
<tr>
<td>--Poverty is very participatory</td>
<td></td>
</tr>
<tr>
<td>What happens to students who talk too much in the classroom?</td>
<td></td>
</tr>
</tbody>
</table>

Poverty in the Classroom

<table>
<thead>
<tr>
<th>Hands on others</th>
<th>How is this regarded in school?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Hands constantly on someone else</td>
<td></td>
</tr>
<tr>
<td>--poverty has a heavy reliance on nonverbal data and touch</td>
<td>Cycle that continues to escalate.</td>
</tr>
<tr>
<td>Laughs when disciplined</td>
<td></td>
</tr>
<tr>
<td>--a way to save face in poverty</td>
<td></td>
</tr>
</tbody>
</table>
Poverty in the Classroom

• Directly teach the hidden rules of school
• Dr. Ruby Payne (www.ahaprocess.com)

Culture

Politics

Gender
Fashion

Festivals

Famous People

Folklore
Culture

Fine arts
Literature drama
Classical music popular music
Folk dancing games cooking dress

Contextual conversational patterns Social interaction rate facial expressions Eye behavior Nori mons of modesty conception of beauty Ideals of childrearing relationships to animals Patterns of superior subordinate relations definitions of sex Courtship practices conception of justice incentives behavior
Notions of leadership tempo of work group decision making

Cultural context attitudes toward dependence Theory of disease approaches to problem solving conceptualization of status mobility

Nature of friendship ordering of time conceptions of self

Preference for competition or cooperation body language

Notions about logic and validity patterns of handling emotions

Culture in the Classroom

Passive/Active
Movement and Talking

In some classrooms, talking or moving about the classroom is usually teacher-directed.

How are children regarded who are more active and talkative? How about children who are less active and talkative?

Eye Contact

Some students show respect by not looking persons of authority in the eye.

Is certain behavior interpreted as disrespectful? Could children be missing directions?

Culture in the Classroom

Time

- People have different perceptions of the concept of time: being on time or wasting time.
- Time runs vs. time walks

How are students with a flexible definition of time at a disadvantage in the culture of a school in the US?

Gender

- Families have different expectations of how boys and girls should behave and what is expected of them.

Is there a difference in the student’s performance if the teacher is male or female?

Culture in the Classroom

Utilize culturally responsive teaching and curriculum.

- www.edchange.org/multicultural/
- Sonia Nieto: Affirming Diversity: Sociopolitical Context of Multicultural Education.
Immigration and Language

True or False: 20% of American students have at least one parent who is an immigrant.

True (National Center for Children in Poverty)

Immigration and Language

True or False: Immigrant students are twice as likely to live in poverty as native-born students.

True (National Center for Children in Poverty)

Immigration and Language

True or False: Hispanic children have the highest poverty rate in the U.S.

False— Native American children actually have the highest rate of 39.8%, but Hispanic children are still 3 times as likely to be in poverty than Caucasian children. (U.S. Bureau of the Census)

Immigration and Language

How many living languages are there in the world?

a. 500-1000
b. 1000-2000
c. 3000-4000
d. 6000-7000

Immigration and Language

How many living languages are there in the world?

d. 6000-7000


Immigration and Language

True or False, immigrants have a lower crime rate than native-born residents.

True

White House Council of Economic Advisors--Immigration’s Economic Impact, June 20th, 2007

Immigration and Language

True or False, there has actually been slavery in the Americas for longer than there hasn’t been.

True--First permanent settlement (1665)–13th amendment (1865) = 200 yrs. 1865–present (2016) = 151 yrs.

Immigration and Language

True or False, second-generation immigrants are almost always assimilated into US culture.

True--although 72% of Hispanic immigrants list Spanish as their dominant language, only 7% of their children do.

White House Council of Economic Advisors--Immigration’s Economic Impact, June 20th, 2007
**Immigration and Language**

What percentage of the world’s population is bilingual or multilingual?

Over 65%


---

**Immigration and Language**

What percentage of the US population is bilingual or multilingual?

Over 18%


---

**Immigration and Language**

What is the language with the most distinct words?

The language with the most words is English with 250,000 distinct words.

**Immigration and Language**

616,500 entries in *Oxford English Dict.*
185,000 German
130,000 Russian
100,000 French


---

**Immigration and Language**

What is the language with the least amount of words?

The language with the least words is Taki Taki with 340 words


---

**Immigration and Language**

True or False, late-exit bilingual programs are the most effective for ELL students?
**Immigration and Language**

True or False, late-exit bilingual programs are the most effective for ELL students?

False—dual immersion programs are the most effective

Thomas & Collier, 1997; etc.

---

**Immigration and Language**

List at least three barriers that separate ELL students from being successful in our classrooms.

- Second language
- Cultural and socio-economic
- Immigration
- Newcomers vs. Long-term EL and former EL

---

**Bag of Tricks**

Mini-White Boards

Variations: fact/fib, numbered cards

Purpose: review/assessment

Bonus: instantaneous, whole group & individual, flexible response, all language

---

Jackson has given me a place to call home. It gave my parents the opportunity to work. It gave my sisters and me the opportunity to learn.

Yazmin Montiel
Senior-National Honor Society
JHHS Latina Bridges and Hope, johnaice1@gmail.com for information
- Team problem-solve: share student information and connect to outside supports
- Collaborate to leverage efforts and make supports coherent
- Leverage executive functioning and language learning
- Create inter-disciplinary units or at least coordinate literacy work

- Collaborate to leverage efforts and make supports coherent
- Leverage executive functioning and language learning
- Create inter-disciplinary units or at least coordinate literacy work

- High-expectations and appropriate support
- Connect with students’ backgrounds and interest
- Teach “hidden rules” and support social/emotional needs as needed
- Explicitly and consistently teach language

- Isolated teaching
- Highlighting connections
- Similar writing expectations and rubrics
- Teaching and using similar reading strategies
- Inter-disciplinary units and projects

- Create inter-disciplinary units or at least coordinate literacy work
- Create inter-disciplinary units or at least coordinate literacy work
Isolated teaching
Teaching the same Tier II vocabulary
Reinforcing similar executive functioning skills
Explicitly teaching strategies across multiple classes

Leverage executive functioning and language learning

Horizontal Classroom Coherence

Team problem-solve: share student information and connect to outside supports

Never meeting
Quarterly meetings
Digital communication structure
Kid talk type meetings that occur frequently

Traditional approach for all students
EL teachers provide additional mentoring
Options provided based on language level and other needs
Include work-based, GED, and extending beyond 18 yrs old

Individual graduation plans developed with students and parents

Sequenced development of executive functioning skills
Carefully sequenced EL Model (ELD + Support or Transitional Bilingual)

Individual graduation plans developed with students and parents

Vertical Classroom Coherence
Traditional ELD courses

Content support — co-teaching or support classes

ELD courses based on language proficiency rather than grade

Gradual release across the system (ELD or Bilingual)

Carefully sequenced EL Model (ELD + Support or Transitional Bilingual)

No focus or supports

Taught only during ELD time

ELD teacher influences the incorporation of skills into other areas after teaching them

Sequenced across the system

Sequenced development of executive functioning skills

School Culture

Welcoming environment

Counseling and other supports

Policies and procedures

Meet basic legal requirements

Trained office staff; bilingual signage

Specific EL parent outreach events and other efforts

Leveraging strengths as assets for all students

4/28/16

23
School & Culture & Vertical

Classroom

Horizontal & Coherence & Vertical

Policies and procedures

- Meet basic legal requirements
- Ensure specific bullying and harassment policies
- Celebrate diversity across the system
- Leveraging strengths as assets for all students

No EL specific resources/supports
- Basic training on the impacts of immigration, etc.
- Comprehensive system to ensure students don't fall through the cracks
- Connection with community to provide wrap around services

Counseling and other supports

Horizontal & Coherence & Vertical

- High-expectations and appropriate support
- Connect with students’ backgrounds and interest
- Explicitly and consistently teach language

- Shelter content and teach executive functioning skills
- Teach “hidden rules” and support social/emotional needs as needed
Bridges from Content to Students (scaffolding)

Bridges from Students to Content (building capacity)

Sheltered Instruction

Strategies
Develop Language
Meaningful, Authentic Activities
Affective Filter
Curriculum & Lesson Planning

Presentation
Connecting Learning
Adapting Content

Affective Filter
Curriculum & Lesson Planning

Building Student Capacity
Content to Students

Big Idea:
The vast majority of content that students are expected to learn is presented orally by the teacher or in writing through textbooks

**Key: Constant Comprehension Checks**

Sheltered Instruction
Bridges from Content to Students (scaffolding)

Presentation

Content to Students

- Presentation
  - Speech & Wait Time

Content to Students

- Presentation
  - Speech
    - Avoid idiomatic expressions
    - Use simpler sentence structure
    - Slightly slower rate for beginners
    - Use cognates
    - Clear enunciation
Content to Students

- Presentation
  - Wait Time
    - View as Think Time
    - Chunk your speech
    - Restate/Rephrase
    - Think-Pair-Share
    - Time/Clock
    - Waiting for X number of hands

- Presentation
  - Speech & Wait Time
  - Gestures, Visuals, and other
  - Effective Directions

<table>
<thead>
<tr>
<th>Approximate Age</th>
<th>Number of Chunks That Can Be Processed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Younger than 5</td>
<td>2</td>
</tr>
<tr>
<td>Between 5 and 14</td>
<td>5</td>
</tr>
<tr>
<td>14 and older</td>
<td>7</td>
</tr>
<tr>
<td>Approximate Age</td>
<td>Number of Chunks That Can Be Processed</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Younger than 5</td>
<td>2</td>
</tr>
<tr>
<td>Between 5 and 14</td>
<td>5</td>
</tr>
<tr>
<td>14 and older</td>
<td>7</td>
</tr>
</tbody>
</table>

4 7 9 3 0

<table>
<thead>
<tr>
<th>Approximate Age</th>
<th>Number of Chunks That Can Be Processed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Younger than 5</td>
<td>2</td>
</tr>
<tr>
<td>Between 5 and 14</td>
<td>5</td>
</tr>
<tr>
<td>14 and older</td>
<td>7</td>
</tr>
</tbody>
</table>

9 1 6 3 7 5 2

<table>
<thead>
<tr>
<th>Approximate Age</th>
<th>Number of Chunks That Can Be Processed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Younger than 5</td>
<td>2</td>
</tr>
<tr>
<td>Between 5 and 14</td>
<td>5</td>
</tr>
<tr>
<td>14 and older</td>
<td>7</td>
</tr>
</tbody>
</table>

4 6 3 9 7 1 4 6

<table>
<thead>
<tr>
<th>Approximate Age</th>
<th>Number of Chunks That Can Be Processed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Younger than 5</td>
<td>2</td>
</tr>
<tr>
<td>Between 5 and 14</td>
<td>5</td>
</tr>
<tr>
<td>14 and older</td>
<td>7</td>
</tr>
</tbody>
</table>

1 2 3 4 8 7 6 5
Content to Students

- Presentation
  - Speech & Wait Time
  - Gestures, Visuals, and other
  - Effective Directions

Brain Research in the Classroom

- David Sousa, *How the Brain Learns*
Sheltered Instruction

Bridges from Content to Students (scaffolding)

Presentation

Adapting Content

Content to Students

- Adapting Content
  - Modify Texts
  - Supplemental Materials
  - Grouping

**Important—Not watering down, only decreasing the language demands**

Content to Students

- Cooperative learning activities
- Marginal notes
- Native language texts
- Demonstrations
- Text Windows
- Illustrated Mini-Lesson (Jump Start)
- Student created texts
- Preview/Review

Content to Students

- Adapting Content
  - Supplemental Materials
    - Manipulatives
    - Realia—real life objects
    - Pictures—photographs, illustrations, etc.
    - Visuals—overheads, models, graphs, timelines, charts, maps, props, etc.
    - Multimedia—tape recordings, videos, DVD, CD-ROMs, web-based
    - Demonstrations
    - Related literature—wide array of fiction and non-fiction can be used to support the content
Content to Students

- Adapting Content
  - Modify Texts
  - Supplemental Materials
  - Grouping

### Bag of Tricks

#### Grouping Chart

**Variations:**
- Flexible Grouping

**Purpose:**
- On-the-fly--little transition time, easily modified, groupings based on activity

#### Students Groupings

<table>
<thead>
<tr>
<th>Bag</th>
<th>Red</th>
<th>Green</th>
<th>Blue</th>
<th>Orange</th>
<th>Yellow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frog</td>
<td>Matt</td>
<td>Ashlynn</td>
<td>Keaghan</td>
<td>Jerald</td>
<td>Herbie</td>
</tr>
<tr>
<td>Butterfly</td>
<td>Grace</td>
<td>Kacie</td>
<td>Christian</td>
<td>Luz</td>
<td>Griffin</td>
</tr>
<tr>
<td>Whale</td>
<td>Adele</td>
<td>Kendalie</td>
<td>Anahi</td>
<td>Monse</td>
<td>Cristina</td>
</tr>
<tr>
<td>Ant</td>
<td>Madison</td>
<td>Gus</td>
<td>Jonathan</td>
<td>Zach</td>
<td></td>
</tr>
</tbody>
</table>
Content to Students

- Adapting Content
  - Grouping...Ideas
  - Grouping Chart
  - Slide the Line
  - Numbered Heads

Cooperative Learning in the Classroom

- [www.kaganonline.com](http://www.kaganonline.com) - go to “free articles”

Sheltered Instruction

**Important--if prior knowledge is not addressed, misconceptions may exist that hinder learning**

Content to Students

- Connecting Learning
  - Connect to prior learning
  - Connect to prior knowledge
  - Build it

**Key--you have to know your students’ background to connect to it**
Content to Students

- Connecting Learning
  - Sheets - Sheep - Comforter
  - Bed - Story - Rest
  - Dream - Slumber - ZZZs
  - Nap - Snore -
  - Pillow - Sheets
  - Night - Comforter
  - Moon - Twilight
  - Nightmare - Stars
  - Tired - Pajamas
  - Groggy - Tired

Content to Students

- Connecting Learning
  - Ideas:
    - Questioning
    - Student Journals
    - Lesson Connections
    - Jump start mini-lessons
    - United Streaming—other multimedia
    - Literature
    - Theme-based Units
    - Graphic Organizers—KWL”s

Similarities/Things they have in common:
What it is: | What it is: | What it is: | What it is: |
---|---|---|---|
Notes: | Notes: | Notes: | Notes: |
Summary: | Summary: | Summary: | Summary: |
Write 2-4 sentences about the concept and its related words:

Graphic Organizers
Variations: innumerable
Purpose: Visual connections
Bonus: stronger retention, better understanding, life skills
Content to Students

- Connecting Learning
  - Ideas:
    - Questioning
    - Student Journals
    - Lesson Connections
    - Jump start mini-lessons
    - United Streaming—other multimedia
    - Literature
    - Theme-based Units
    - Graphic Organizers—KWL’s
    - Beyond Interactive Word Walls/Charts

Beyond Interactive Word Walls

A word wall is an organized collection of words displayed prominently in a classroom; usually on a wall. It is a tool meant to be used, not just as a decoration. Word walls are designed to help students in a number of ways. They support teaching principles of words, like word parts, rhyming, alphabetizing, etc. They are also meant to scaffold reading and writing for students and to create a visual framework for students to remember key words.

The “beyond” part means that not only does it contain words, but also pictures, graphic organizers, student work, maps, etc. They help to connect learning around a central theme and provide context for new learning. Students are to interact with it in many ways to help them process new learning and scaffold their language production.

It is important that these “walls” are located where everyone can see, that teachers explain their usage, that words are introduced at a manageable pace, and that they be hands on as much as possible.
Student Backgrounds in the Classroom

- Work of Dr. Luis Moll on Students’ “Funds of Knowledge”
  - http://www.cal.org/resources/Digest/ncrcds01.html
Content -- Students

- Meaningful, Authentic Activities
- Application of knowledge
- Use of all 4 language domains
- Dale’s Cone of Learning

![Diagram showing Dale's Cone of Learning]

After two days...

<table>
<thead>
<tr>
<th>10%</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>Listening</td>
</tr>
<tr>
<td>30%</td>
<td>Looking at Pictures</td>
</tr>
<tr>
<td>50%</td>
<td>Watching Movie</td>
</tr>
<tr>
<td></td>
<td>Looking at an Exhibit</td>
</tr>
<tr>
<td></td>
<td>Watching a Demonstration</td>
</tr>
<tr>
<td></td>
<td>Seeing it done on location</td>
</tr>
<tr>
<td>70%</td>
<td>Participating in a discussion</td>
</tr>
<tr>
<td></td>
<td>Giving a talk</td>
</tr>
<tr>
<td>90%</td>
<td>Doing a dramatic presentation</td>
</tr>
<tr>
<td></td>
<td>Simulating the real experience</td>
</tr>
<tr>
<td></td>
<td>Doing the real thing</td>
</tr>
</tbody>
</table>

Average Retention Rate After 24 hours

- Lecture: 5%
- Reading: 10%
- Audiovisual: 20%
- Demonstration: 30%
- Discussion Group: 50%
- Practice by Doing: 75%
- Teach Others/Immediate Use of Learning: 90%

*Figure 3.8 The diagram shows the average percentage of retention of material after 24 hours for each of the instructional methods. How the Brain Learns--Sousa*

Adapted from Edgar Dale’s *Audio-Visual Methods in Teaching*
Big Idea:

Scaffolds are only meant to be temporary. We must build students’ capacity, so that eventually they can independently meet expectations and be successful.
Sheltered Instruction

Bridges from Students to Content (building capacity)

Bridges from Content to Students (scaffolding)

Strategies
Develop Language

Connecting Learning
Presentation
Adapting Content

Meaningful, Authentic Activities

Students to Content

- Develop Language
  - Know students’ levels
  - All four domains
  - Use of L1
    - Cognates—list at [www.colorincolorado.org](http://www.colorincolorado.org)
    - Spanish—Academic English
      - Corredor—hallway—corridor
      - Marchar—to walk—march
      - Masticar—to chew—masticate
      - Construir—to build—construct

Students to Content

- Develop Language
  - Know students’ levels
  - All four domains
  - Use of L1
  - All language
  - Vocabulary
Students to Content

- Develop Language
  - Vocabulary
    - Vocabulary instruction has a strong connection to comprehension. (McKeown, Beck, Omansin and Perfetti, 1983)
    - Students with poor vocabulary by third grade have declining text comprehension scores in fourth and fifth grade. (Chall, Jacobs and Baldwin, 1990)
    - Kindergarten students’ vocabulary size is a predictor of comprehension in middle school. (Scarborough, 1998)

Language Learning Environment

Words in Context

Direct Instruction

Bag of Tricks

Mix-Match-Trade

Variations: vocabulary, concepts, Spanish/English, review, preview

Purpose: vocabulary development

Bonus: kinesthetic, language practice, scaffolded
Vocabulary in the Classroom

- Janet Allen, *Words, Words, Words*

What can we teach that will help students all year in our class?

...will help students across curriculum areas

...will help students throughout their schooling and for the rest of their life.

Sheltered Instruction

- Bridges from Content to Students (scaffolding)
- Bridges from Students to Content (building capacity)

Students to Content

- Learning Strategies
  - School/Life Skills
  - Learning Strategies
  - Social Skills
Students to Content

- Learning Strategies…examples
  - School/Life Skills
    - Selective listening
    - Note taking
    - Study strategies
  - Learning Strategies
    - Using prior knowledge
    - Summarizing
    - Word learning
  - Social Skills
    - Questioning for clarification
    - Cooperation

- Learning Strategies…teaching
  - Explicitly teach the strategy through modeling, etc. Provide visual support
  - Give lots of opportunity to practice--massed & distributed
  - Evaluate with students
  - Broaden to other subjects, concepts, situations

Learning Strategies in the Classroom

• Chamot & O’ Malley, *The CALLA Handbook*
Foundations: Affective Filter

- Classroom Environment/Culture
- Family Involvement

- Accelerated Language Acquisition
- Increased Student Engagement

High motivation and engagement in learning have consistently been linked to:
- Reduced dropout rates
- Increased levels of student success

(Blank, 1997; Dev, 1997; Kushman, 2000; Woods, 1991)

Sheltered Instruction

- Bridges from Students to Content (building capacity)
- Bridges from Content to Students (scaffolding)

- Strategies
- Develop Language
- Connecting Learning
- Presentation
- Adapting Content
- Meaningful, Authentic Activities
- Affective Filter
- Curriculum & Lesson Planning

Foundation: Curriculum & Lesson Planning

- Backwards Design
Foundations: Curriculum & Lesson Planning

- Backwards Design

1. Identify outcomes
2. Determine acceptable evidence
3. Plan instruction

*Understanding by Design* — Wiggins & McTighe

---

First, standards in their present form are inadequate as a foundation for improved achievement and professional practices. Schools and school systems must translate standards into a set of rational, relevant, and above all focused expectations that I have labeled ‘power standards’.

(Reeves, pg. 48, chapter 3 in On Common Ground)

---

One of the basic concepts in economics is the concept of opportunity cost—the idea that everything has a cost. It is imperative that practitioners realize that the time students spend in the study of meaningless facts robs them of the time they should devote to gaining mastery of knowledge and skills that are truly significant.

*(Professional Learning Communities at Work, pg. 164-165)*
“While there are many fruitful topics worthy of understanding, the reality of teaching is that we cannot go into depth on everything...We need to make wise choices and stick with our priorities...”

(Understanding by Design, pg. 23)

Essential vs. non-Essential

- Represents a big idea having enduring value beyond the classroom
- Resides at the heart of the discipline (involve “doing” the subject)
- Requires “uncoverage” (of abstract or often misunderstood ideas)
- Offers potential for engaging students

“Enduring” understanding

Important to know and do

Worth being familiar with

Enduring Understanding

Wiggins & McTighe, Understanding by Design

Foundation: Curriculum & Lesson Planning

- Essential Knowledge

Curriculum & Lesson Planning

- Backwards Design
- Essential Knowledge
- Objectives +

Wiggins & McTighe, Understanding by Design
Founda.on: Curriculum & Lesson Planning

- Objectives +
  - Content & Language + maybe other
  - Shared with students
  - Used as self-assessment
  - Part of bigger concept--connection explicit

See also Classroom Instruction that Works--Marzano, et al.

Objectives +

Poor Objectives:
1. Today we’re going to learn about the background of ESL students.

Example for Objectives +

- Nearly 1 in 10 counties in the US is minority majority.
- About 1 in every 5 US students speak a language other than English at home.
- 1 out of every 3 people in the US is a minority.
- That’s more than the total population back in 1911…
- …and more than the total population of all but 11 countries in the world today.
- 22% of students have at least one parent who is foreign born.
- 41% of students are minority.

Example for Objectives +

- Immigrant students are twice as likely to live in poverty than their native born peers.
- The oldest written language still in use is either Greek or Chinese…
- …approximately 1500 BC
- The first language ever written was either Sumerian or Egyptian…
- Native American children have the highest poverty rate in the US…
- Hispanic students are 3 times as likely to live in poverty as Caucasian students.
English has the most distinct words: 250,000
There are 616,000 entries in the Oxford English Dictionary
In the Fall of 2003 43% of 17 year olds used the computer in school
In that same year 83% of 3 year olds did the same
The are only 185,000 words in the German language…
…only 130,000 in the Russian language…
…and only about 100,000 in the French language

The percentage of the world’s population who are bilingual or multilingual: Over 65%
Longest English word: oneumonultramicroscopicsilicovolcanoconiosis
The percentage of the US population who are bilingual or multilingual: 18%
Number of languages in the world: Between 6000-7000

Objectives +
Poor Objectives:
1. Today we’re going to learn about the background of ESL students.

Better Objectives:
1. Students will write a paragraph about the background of ELL students, with at least 2 facts from today’s lesson.
2. Students will work cooperatively in pairs to edit and improve their paragraphs.

Foundation: Curriculum & Lesson Planning
- Backwards Design
- Essential Knowledge
- Objectives +
- Assessment
Foundation: Curriculum & Lesson Planning

- Assessment
  - Isolate the variable
    - Decrease language demands whenever possible
  - Decrease length
  - Explicitly teach formats and strategies
  - Use multiple attempts/formats
  - Constant comprehension checks

Today…

1. Something for you to try in your practice
2. Something for you to influence in your system
3. Some things for the future
Jackson has given me a place to call home. It gave my parents the opportunity to work. It gave my sisters and me the opportunity to learn.

Yazmin Montiel
Senior-National Honor Society
JHHS
Latina

Bridges and Hope: A Latina Success Story
In Jackson

Yazmin Montiel
johana1@gmail.com for information