Implementing an ELL Shadowing Protocol: Providing Voice for All Students

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Agenda

✦ Why this topic?

✦ Structure of our study

✦ Introducing… the ELL Shadowing Protocol

✦ What are our pre-service teachers learning?

✦ Trying the Protocol

✦ Q&A

Why this topic?

✦ "Because of the lack of structured academic talk in classrooms, many ELLs are allowed to hide out in classes or are [incorrectly] perceived as being proficient in English only because they are required to speak for short segments of time" (Soto, 2012, p.25).

✦ Both the teacher and the student must be engaged in both receptive and expressive communication in order for effective discourse to occur (Barnett-Clarke & Ramirez, 2004).

Why this topic?

✦ Initial exposure for the pre-service teacher serves as a future catalyst to redefine the boundaries of the ELL in schooling (Norton, 2013).

✦ "There is a pressing need for education for teachers at all stages in their careers which aims to prepare or upgrade teachers' knowledge and skills in order to close the achievement gap between linguistic minority students and their native English speaking peers" (Ballantyne, et al, p. 10).

Structure of our study

✦ Pre-service teachers introduced to the Protocol during SEI course

✦ Students practice using the Protocol in class

✦ Students placed at a school with high linguistic diversity

✦ Students use the Protocol at the school

✦ Reflections and semi-structured questions in class

Introducing… the ELL Shadowing Protocol

Academic Speaking and Listening *(up to 1 hour)*

Time (10-minute intervals)	Specific activity & location of student	Academic speaking (check one)	Academic listening (1-way or 2-way)	Student is not listening	Comments
		❑ Student to student (1) ❑ Student to teacher (2) ❑ Student to small group (3) ❑ Student to whole class (4) ❑ Teacher to student (5) ❑ Teacher to small group (6) ❑ Teacher to whole class (7)	❑ Student mostly listening to student ❑ Student mostly listening to teacher ❑ Student mostly listening to small group ❑ Student mostly listening to whole class	❑ Student is reading silently ❑ Student is off task ❑ Other (please specify):	

What are our pre-service teachers learning?

- *"ESL Shadowing is to create awareness of ELLs' schooling by seeing firsthand how their academic and language needs [are] essential to systematically closing literacy." (Sybil, Impromptu Reflection Questions, 10/29/15)*

- *"We plan to tweak our task, so that students are not underestimated and are given full opportunity to reach their full potentials." (Katy, "School Site" Debrief #1, 11/12/15)*

- *"Engagement is critical! I would think about ways to engage the students throughout the process." (Edith, "School Site" Debrief #1, 11/12/15)*

What are our pre-service teachers learning?

- *"Karen was wonderful to observe and I can see that using the shadowing protocol would allow for targeted instruction." (Edith, Pre-Practicum Reflection, 12/10/15)*

- Concerns:
  - *"Do you think the actions of the student would change if he or she knows that someone was watching them?" (Adrien, Impromptu Reflection Questions, 10/29/15)*
  - *"If the observing teacher makes it too obvious that they are trying to get information about a certain student, that students may not behave in a way they normally might" (Naomi, Pre-Practicum Reflection, 12/10/15)*

Trying the Protocol…

- Identify one student who seems to be an ELL.
  - http://www.insidemathematics.org/classroom-videos/number-talks/3rd-grade-math-one-digit-by-two-digit-multiplication/number-talk-part-3
- Focus your observations for the next several minutes on that student, when you can see him/her.
- What did you notice?
- Could this Protocol be helpful in your setting?

Cummins (1997)

"When the task of educating ELL pupils is left to specialist ESL or bilingual teachers and no modifications are made in 'mainstream' educational structures to accommodate diversity, the interactions that pupils experience in 'mainstream' classrooms are unlikely to promote either academic growth or affirmation of pupil identity" (p.112).

Q&A

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