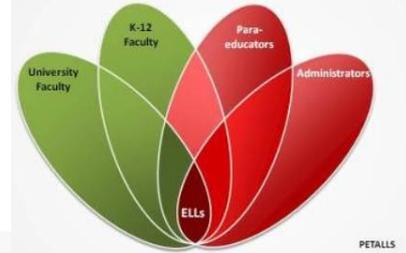


A SYSTEMIC APPROACH TO PREPARING ALL EDUCATORS TO TEACH ELLS

MICHAELA COLOMBO, QING ZHAO, HEIDI PEREZ, MARY DESIMONE, LAURIE HARTWICK
MAY 2, 2013

PROBLEM

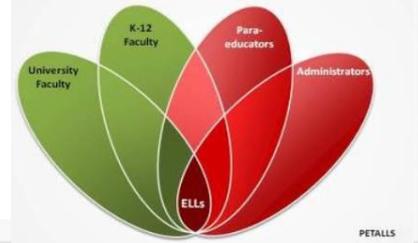


- LPSs Student Demographics
 - 24% are coded ELLs
 - 83% come from homes where English is a Second Language
 - Number of ELLs increase annually
- LPS Classrooms
 - Every classroom has at least one ELL
 - Consistent with an urban district, high teacher attrition rate
 - Overall, classroom teachers report to not being equipped with the skills and strategies to effectively shelter instruction
 - Insufficient number of ESL teachers in the schools to meet the needs
- Professional Development and Category Trainings
 - Received training in 2005 by Pearson in using SLOP
 - Insufficient number of category trainers in district to meet the demands

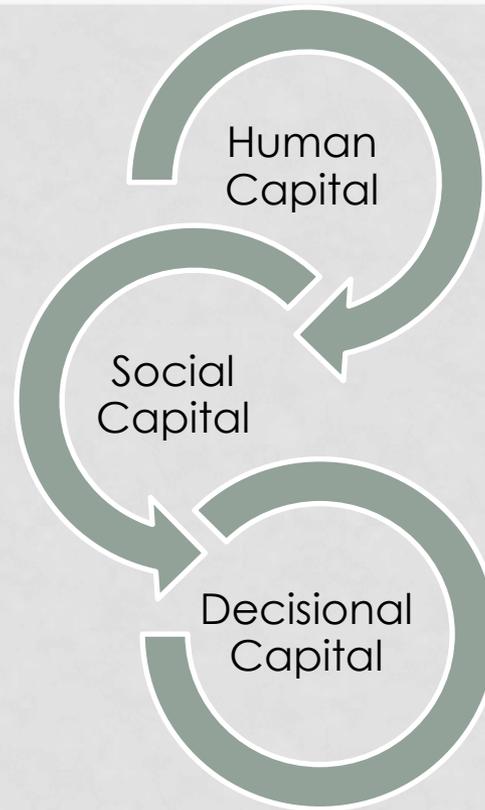
ADDRESSING THE PROBLEM

- LPS and UMass Lowell Partnership is born
 - Offered the ESL Certificate program with additional hours added to the course to:
 - Prepare more ESL certified teachers for the district
 - Prepare these candidates to be professional development providers
 - Rewrite Category Trainings to meet the needs of LPS
 - Agreed that the efficacy of training by peers is the most effective model for our district
 - Co-taught, co-planned, and co-wrote all materials for courses AND for trainings

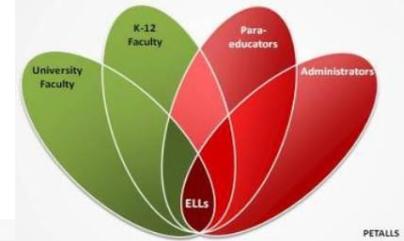
THEORETICAL FRAMEWORK



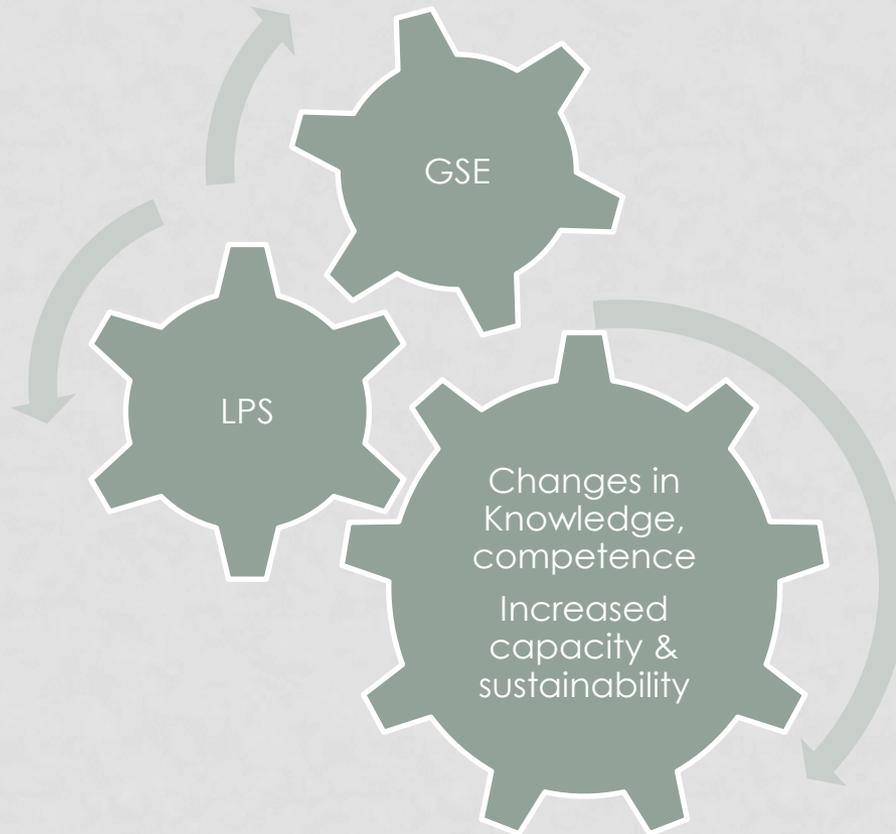
The Connection
Between
Purposeful
Collaboration
and Teacher
Quality (Fullan,
2001; Hargreaves &
Fullan, 2012; Wenger,
1998, 2002;
Biancarosa, Bryk, &
Dexter, 2010)



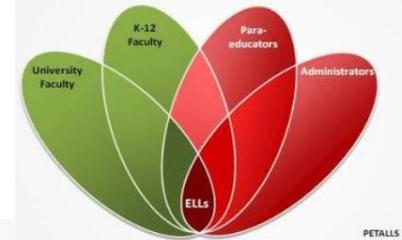
PETALLS



A collaboration between UMass Lowell and the Lawrence Public Schools building on the strengths and addressing the needs of the LPS and UMass to prepare all educators to improve the education of ELLs, resulting in greater human, social, and decisional capital



PETALLS



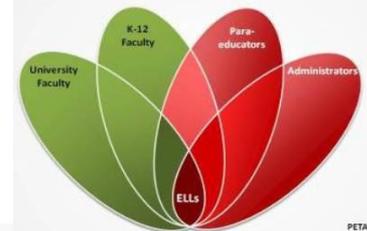
The Lawrence Public Schools

- 36 ESL certificate completers- licensed ESL teachers
- MA state required PD for all LPS teachers
- 135 paraprofessionals prepared to support the instruction of ELLs
- Model lessons and Model Performance Indicators (aligned with WIDA and ACCESS) available to all LPS teachers and administrators via project wiki.
- Monthly newsletter for administrators

The Graduate School of Education

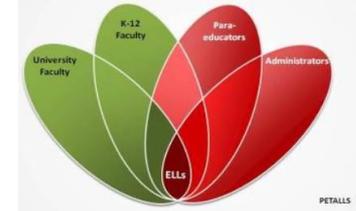
- ESL methodology infused into all methods courses
- Graduate courses leading to ESL certificate taught by LPS teachers
- 50 STEM teachers will have dual licensure and will complete practicum in LPS
- All pre-service teachers prepared to teach ELLs and familiar with LPS.

ESL GRADUATE CERTIFICATE



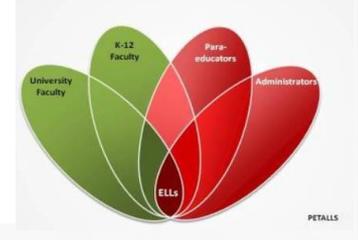
Course Title	Course Structure	Major Course Assignments
Second Language Acquisition and Assessment	32 hours face-to-face with 4 online meetings	6 Journals Case Study_1* PD Module Presentation
Methods of Sheltered Content-Area Instruction	12 hours of front-loaded face-to-face, online discussions, 18 hours face-to-face	3 Short Papers Content-area Unit Case Study_2* PD Module Presentation
Teaching Reading and Writing in English to English Language Learners	32 hours face-to-face with 3 online meetings	Case Study_3* PD Module Presentation
Community Engagement and Parental Involvement	37.5 hours face-to-face with 2 online meetings	3 Reflection Papers 2 Observation Papers Final Project and Presentation

DATA COLLECTION



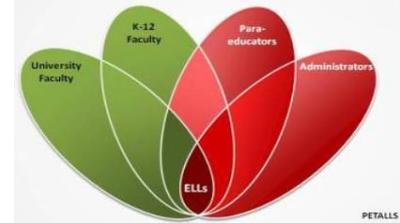
Data Collection	Sources for Analysis
Course assignments	228 journal entries, 36 case studies , 36 instructional units*
Informal course surveys	N=36
Course discussions	PD participants' emails and online discussions from each course
Observations of PD	Observation notes of these PD sessions
Interviews	30-minute interviews with course completers who had also provided PD to other district teachers (N=11)
Focus groups	Transcripts from five 2-hour focus groups with course completers (N=36)

DATA COLLECTION



Data Collection	Sources for Analysis
PD Evaluations	11 PD trainings (~ 40 participants in each) Evaluation Sheets =691
PD Survey	2 trainings N=25
Instructional Units	36 Units were assigned ranks from 1 to 4 according to assessment, comprehensibility, and language development

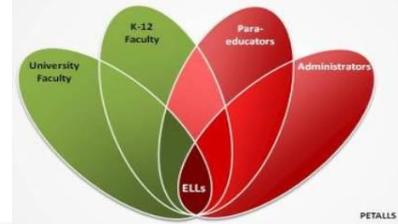
FINDINGS



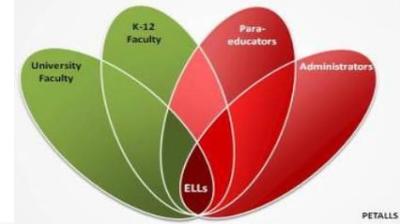
Based on the data, we found that this collaborative model increased capacity and sustainability for developing teacher quality through

- in-depth instruction
- time for participant collaboration and reflection
- Preparing participants to be trainers and coaches
- Substantially increasing
 - participants' knowledge,
 - their competency to teach students
 - their ability to provide quality PD and coaching

COLLABORATIVE INSTRUCTION

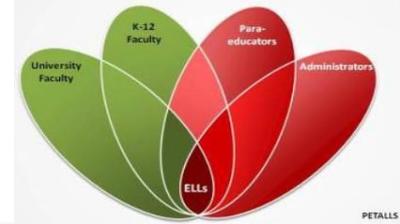


BUILDING CAPITAL



- Focused and meaningful group work built collegiality and commitment to the work itself.
- Overwhelmingly participants mentioned what they learned from working with one another- *“There was a lot of expertise in that room” “a lot of brain power” “lots of great teaching experience.”*
- Interview data suggested that participants wanted even more of this, and they extended their meetings informally.
- *“Collaborating with a team was very helpful because I was able to run ideas by them and we worked well together putting all the pieces of the puzzle together.”* (Kindergarten Teacher)

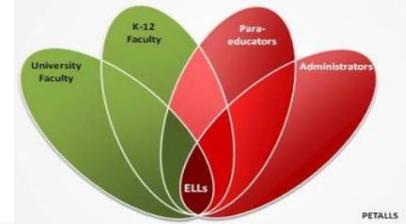
BUILDING SOCIAL CAPITAL



I really enjoy the opportunity to talk to other Lawrence teachers about the successes and difficulties of being a teacher in this area. I have only been teaching for two years, however I have realized that teaching can be very lonely. I rarely have the chance to talk to other teachers about students, activities that work, and good practice. This class in general has been a great opportunity to do that.

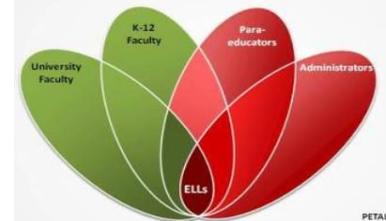
(High School ELA Teacher)

COLLABORATION & COMPETENCE

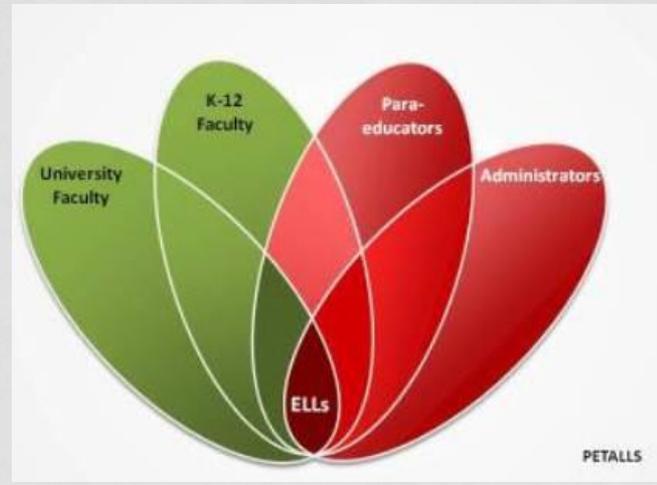


- *The most important thing is, everybody that's here, I would say, has that common goal of, 'Let's do this. Let's help the ELL kids. Let's help the parents. Let's be a part of the community. Let's prove to everybody that they're wrong, that we will make a difference. That Lawrence will be better.'*
- *I think one of the biggest benefits of this program for me has been the networking and the relationships that we've formed.... It's been a really great, like, professional learning community for me to have.*

KNOWLEDGE & COMPETENCE



Category	4	0	Mean N=30
Content Standard	Content standard is clearly stated in the unit introduction and also throughout the lessons.	No content standard is listed.	4
Assessment	Differentiation addresses all levels of language proficiency clearly based on TESOL standard and language objectives.	No differentiation	3.02
Language Development	Scaffolding is clearly seen at all domains and at each level of language proficiency and is directly linked to content standard/objectives.	No scaffolding or linkage to content standard/objectives	3.07
Comprehensibility	Presentations and materials are accessible to all levels.	Materials are not comprehensible for ELLs.	3.23



CASE STUDIES

Student Background

Student A

- ❖ Born in the Dominican Republic
- ❖ Age 7
- ❖ Attended Kindergarten in her native country school
 - consisted of 3 terms & graded on 320 standards in 3 categories; 1)Intellectual-158 2) Expression & Communication- 79 3) Social Emotional- 83
- ❖ Arrived approximately to the USA 11-22-10 and entered LPS
- ❖ Attended Kindergarten and received 'Developing' academic skills over the 3 terms.
- ❖ Student presents as engaged in learning

❖ Scores

- ❖ LAS 1
- ❖ MELA-O Comprehension 3, Production 2
- ❖ Primary MAP Reading RIT 155 34% percentile Math RIT 153 24% percentile
- ❖ Independent Reading Level C Instructional Level D

Student B

- ❖ Born in the Dominican Republic
- ❖ Age 7
- ❖ Attended a public school in NY and was in the 2nd grade when she transferred to MA
- ❖ Possible school interruption. Arrived approximately 9/22/10 to NY and instructed in a bi-lingual model . She was discharged from the school 10/21/10 and returned 9/08/11
- ❖ Student entered LPS 10/13/11. Information available notes she was living in Lawrence since 8/2011
- ❖ Presents as an active student and is engaged in learning,

❖ Scores

- ❖ MELA-O Comprehension 1, Production 1
- ❖ Primary MAP Reading RIT 134 3% percentile Math RIT 144 8% percentile
- ❖ Independent Reading Level AA Instructional Level A

Vocabulary

TOP-DOWN AND BOTTOM-UP VOCABULARY BUILDING STRATEGIES

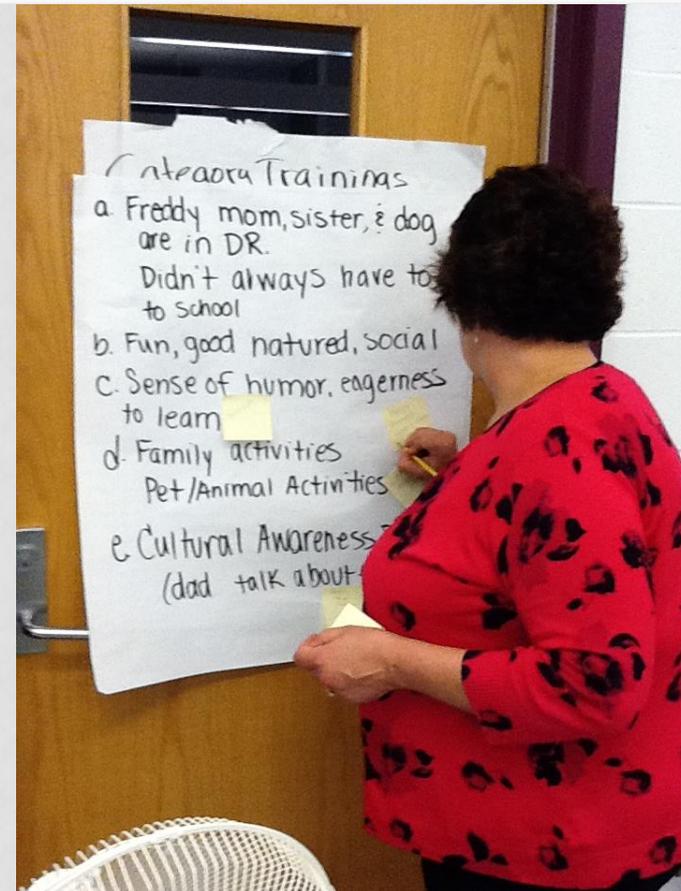
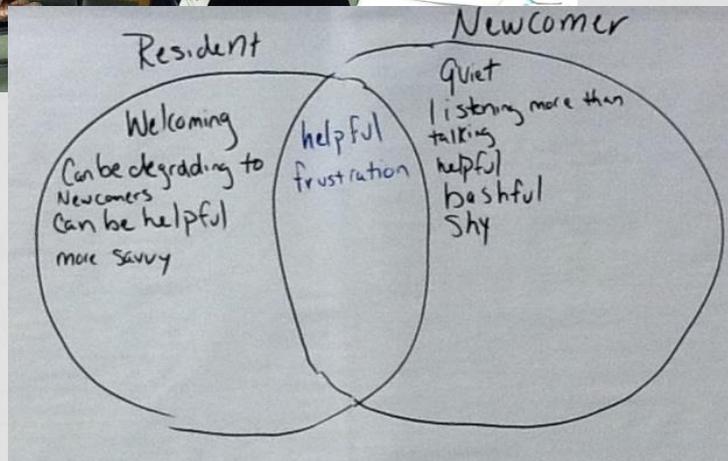
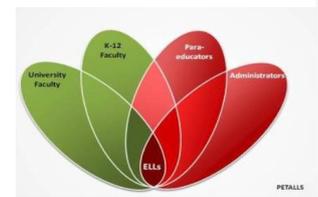
Student A	Student B
<ul style="list-style-type: none">❖ Pre-reading❖ Activate background knowledge❖ Word analysis (word families)❖ Strong phonological loop	<ul style="list-style-type: none">❖ Pre-reading❖ Cognates❖ Activate background knowledge❖ Strengthening phonological loop

Pacing expectations

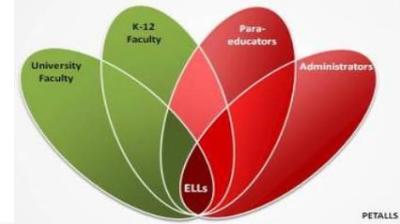
Opaque Language vs. Transparent Language

English Language	Spanish Language
<ul style="list-style-type: none">❖ Grapheme can correspond to more phonemes❖ English alphabet❖ 26 letters❖ Phonemic based❖ 3rd most common language❖ Tendency to memorize the most possible phonemes in different contexts	<ul style="list-style-type: none">❖ Grapheme corresponds to a phoneme❖ Latin alphabet❖ 28 letters (ñ & ll)❖ Phonetic based❖ 2nd most common language❖ Read new words based on the consistency of the reading rules.
<ul style="list-style-type: none">❖ German family descent❖ Latin and French influence	

PROFESSIONAL DEVELOPMENT

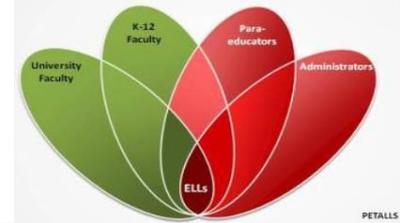


PD EFFECTIVENESS



- LPS Evaluations- 2 items – Rate knowledge prior to and then following the PD workshops
- Change in knowledge was significant
 - 111 evaluations – Sheltering Instruction
 - 580 evaluations – Second language Acquisition
- Comments from evaluations were generally very positive:
 - “Very well presented informative for classes excellent presentation and information”
 - “Both presenters were extremely knowledgeable about the subject. All questions were answered with research to support.”

PD EFFECTIVENESS



- Lawrence-Based PD

How Important was it that the PD....

M

...was designed in collaboration with LPS teachers?

3.72

...was provided by LPS teachers?

3.68

...providers knew the curriculum in the LPS?

3.60

...providers knew the students in LPS?

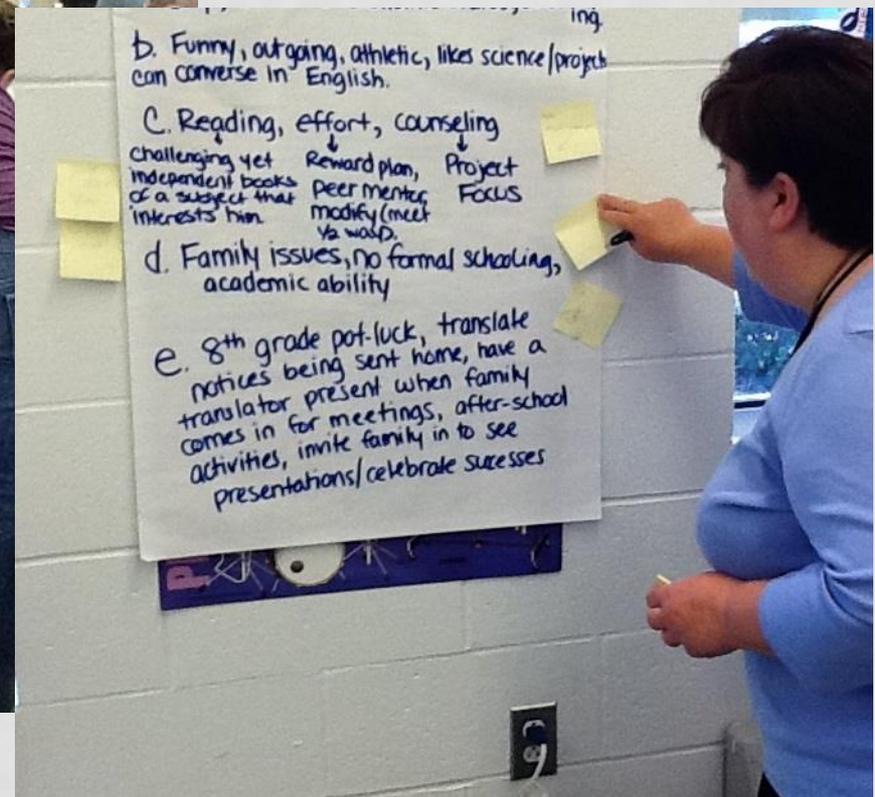
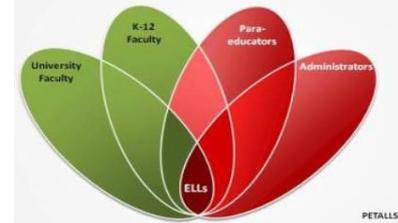
3.75

...providers know the LPS system in general?

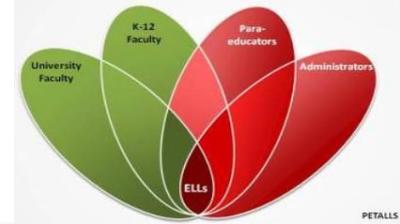
3.76

- “It is helpful because we have the same curriculum and the same levels of students.”
- Interviews with providers – They felt prepared because of training and ongoing practice within the courses.

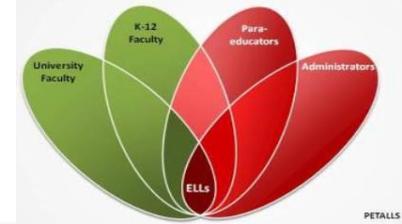
PD ENGAGEMENT



COACHES AND TRAINERS



BUILDING CAPACITY



Wiki Development



"I think what bothers me is that we have all these materials... this wealth of resources and we have no where to share them."

The screenshot shows the PETALLS wiki page. The header includes the PETALLS logo and navigation links like 'Wiki Home', 'Projects', 'Recent Changes', 'Pages and Files', 'Members', and 'Manage Wiki'. The main content area is titled 'home' and contains the following text:

Preparing Excellent Teachers of All Language Learners (PETALLS)
A UMass Lowell - Lawrence Schools Project
(supported by the U.S. Department of Education)

Welcome to the PETALLS wiki. This wiki is being developed in response to requests from the first group of UMass - Lawrence Schools ELL certificate completers. They asked for a dedicated space to share content-area lessons they had developed for ELLs - a toolbox of lessons, teaching strategies, and teaching tips that will result in improved instruction for ELLs. They also asked for a space to participate in important discussions about teaching ELLs.

This page contains links to discussions about issues that are important to the field of teaching ELLs. Please read the discussion posts of others as well as materials that are posted in the discussion section prior to posting your responses.

This page also offers links to several grade and content area pages. Here you can share lessons and ideas for teaching ELLs. Please visit the links to the left to view lessons, teaching tips, and strategies that your colleagues have found to be effective.

To share your lessons, please email your lesson as a **Microsoft word attachment** (.doc, .docx) to Mary DeSimone (Mary.DeSimone@lawrence.k12.ma.us). Please title your document in the following format: `grade_content_topic` (example: `6_Math_Perimeter`). Also, be sure to include your name and email address at the top of your lesson plan. Mary will review your lesson and upload it to this page.

We have limited space on the wiki, so please do NOT include pictures or graphics unless they are necessary for the lesson.

The left sidebar contains a navigation menu with categories like Kindergarten, ELA, Humanities, Math, Science, Newcomers, Reading Intervention, High School, Discussions, and SIFE.

NEWSLETTER

PETALLs generates a monthly newsletter to keep administrators, coaches and others informed.

PETALLs

A Partnership between the University of Massachusetts Lowell and the Lawrence Public Schools. Funded by the U.S. DOE (T365Z120232)

Vol. 4
April 2013
SPECIAL EDITION

Preparing Excellent Teachers for All Language Learners

IN THIS ISSUE

- Quick Tips
- What to Observe in a SHELTERED ENGLISH IMMERSION (SEI) Classroom
- Contacts

Quick Tips for Observing an SEI Classroom
What To Look For:

Socio-Emotional Needs of ELLs

Affective Behaviors
ELLs may demonstrate different affective behaviors. They may appear bored, become passive in group activities, express desire to work alone, sit off to the side, rarely laugh or express their emotions, be reticent about reading aloud, doing oral presentations, or volunteering to speak in front of the group during discussion, default to L1 to ask a neighbor for instruction. They may, in fact, use compensatory techniques including pretending to not understand or speak English in order to avoid having to use language they are not competent in equal to their native language.

Special Points of Interest
Observing Range of Vocabulary Application

Classrooms with ELLs can support their learning and internalization of new language including academic language, social language, and instructional language by recycling vocabulary and phrases many, many times throughout the year and by explicitly highlighting the spoken sounds of words and phrases WITH the written forms – no matter what the proficiency level

Willingness to Communicate
Often in ESL classrooms, ELLs demonstrate a willingness to communicate, take risks, try new language activities, ask for help; in addition, there is often a great deal of laughter as students laugh at each other's mistakes, laugh at their own, and trust each other as they learn a new language.

Becoming Invisible
ELLs prefer to "melt" into the midst of an SEI classroom and become invisible. Other times, through classroom dynamics, ELLs are off to the side sitting alone with perhaps a classmate translating. However, for an ELL to become an active learner and develop both content knowledge and language proficiency at the same time, the ELL needs to be engaged as equally as a native speaking peer. Classrooms that provide a place to hide for the ELL do not contribute to the learning of that student.

Geometry Word Wall

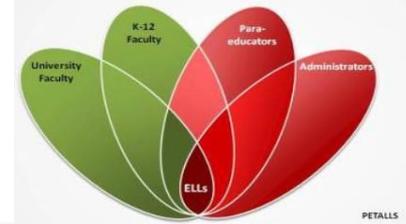
Word walls, labels, pictures, and readily available reference texts are all invaluable and obvious to observe. The most important features of making vocabulary accessible is the apparent, explicit connections between written and spoke language that are facilitated by the teacher.

Want more information on What to Look for in the SEI Classroom?
We have posted several easy-to-read articles on the PETALLs wiki. Please contact:
Mary Desimon@lawrence.k12.ma.us for more information about the wiki.

University of Massachusetts Lowell
UMASS Lowell
Learning with Purpose

Lawrence Public Schools
MASSACHUSETTS DEPARTMENT OF EDUCATION

CHALLENGES

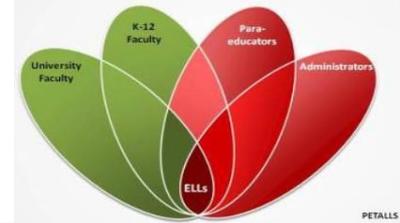


Time, time, and time

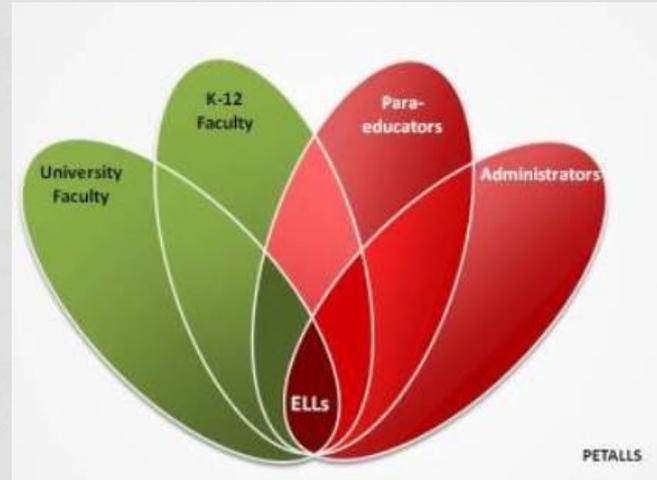
Competing Demands



IMPLICATIONS



- PD must build learning communities – places in which participants have time for purposeful and meaningful interaction that builds trust and reciprocity– PD cannot be a quick fix!
- For participants to grow as professionals, they need to be valued for their skills, knowledge, and insights.
- Time is a deterrent to high quality professional development that promotes collaboration and reflection.
- Building learning communities that celebrate and expand the expertise of teachers is the only real way to build capacity.
- The University – K12 partnership has potential to provide the vehicle for this type of PD.



YOUR QUESTIONS

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heidi.perez@lawrence.k12.ma.us;
mary.desimone@lawrence.k12.ma.us

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