



LANGUAGE DIVERSITY AND **LITERACY DEVELOPMENT** RESEARCH GROUP
increasing opportunities-to-learn for all // dedicated to the science of learning // informing research, practice, and policy

LANGUAGE DIVERSITY & LITERACY DEVELOPMENT: LEADING ADVANCED LITERACY INSTRUCTION TO FOSTER ELLS ACHIEVEMENT IN MIDDLE SCHOOLS

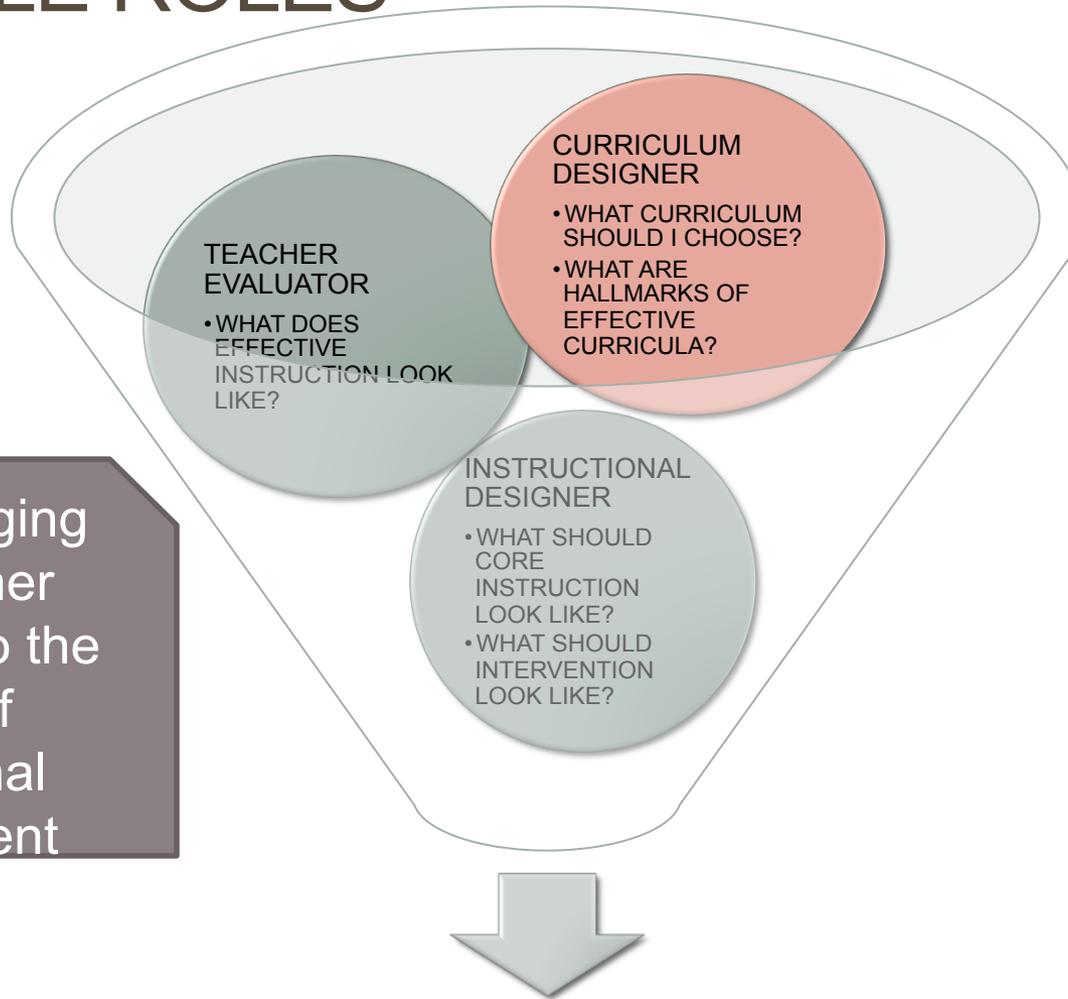
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Sky Marietta, EdD
Emily Phillips Galloway, M.S.Ed

March 13, 2014

Today's Agenda

- 9.00 a.m. Review: Academic Language in Curriculum and Instruction
- 9.15 a.m. Supporting Teachers through Observation and Feedback
- 10.30 a.m. Instructional Improvement: A School-Level Cycle (Steps 1, 2)
- 11.45 a.m. Lunch
- 12.30 p.m. Instructional Improvement: A School-Level Cycle (Steps 3, 4)
- 1.30 p.m. Planning to Promote Effective Use of Materials
- 2.15 p.m. Wrap-Up

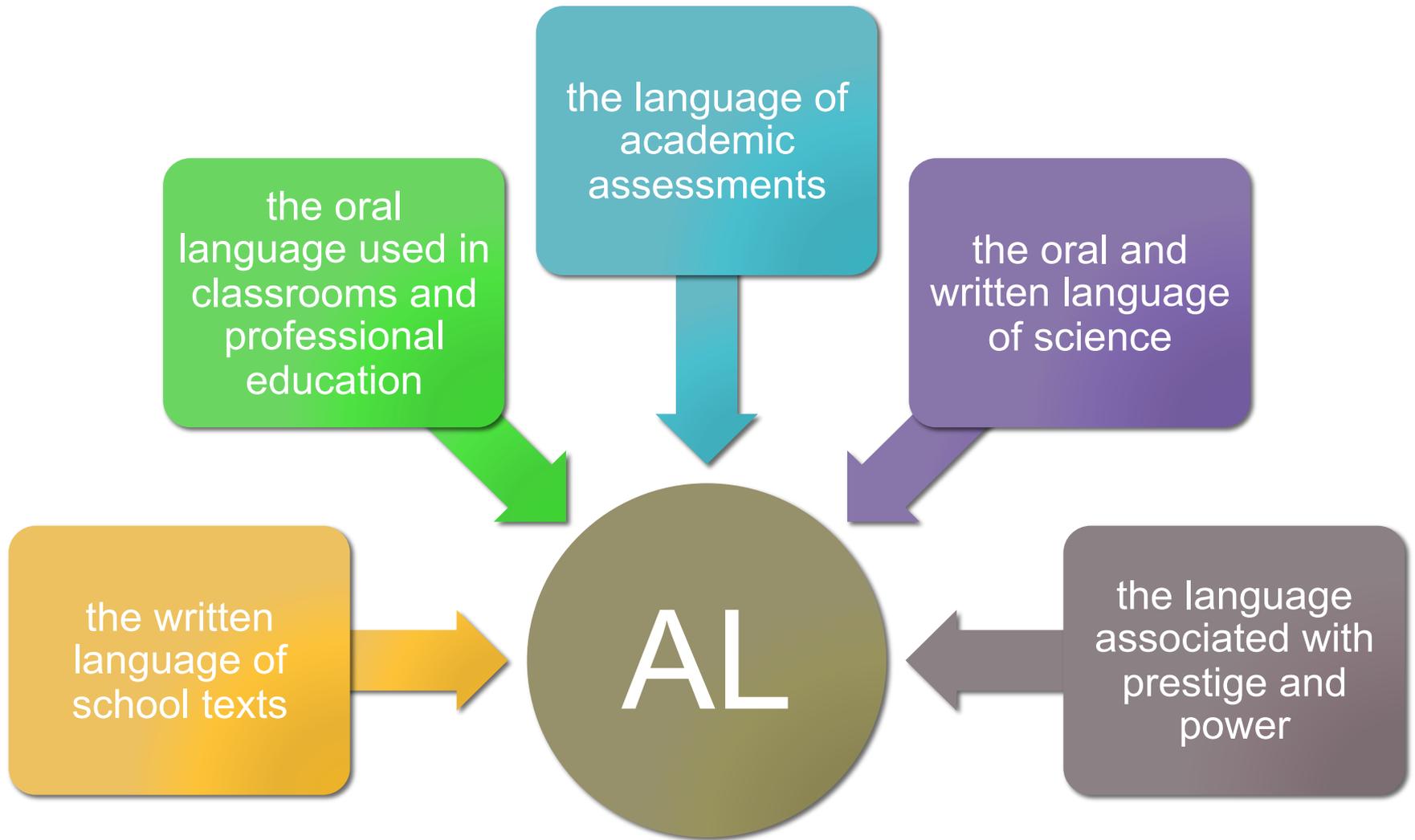
THE INSTITUTE: HELPING YOU FULFILL MULTIPLE ROLES



Today: Bridging
from teacher
evaluation to the
design of
instructional
improvement

Leading Literacy Instruction for ELLs

What is Academic Language (AL)?



Academic Language: A BIG problem space

Academic Ways of Communicating

language, language structures and ways of organizing speech and writing found in *all* academic contexts

language, language structures and ways of organizing speech and writing *unique* to the disciplines

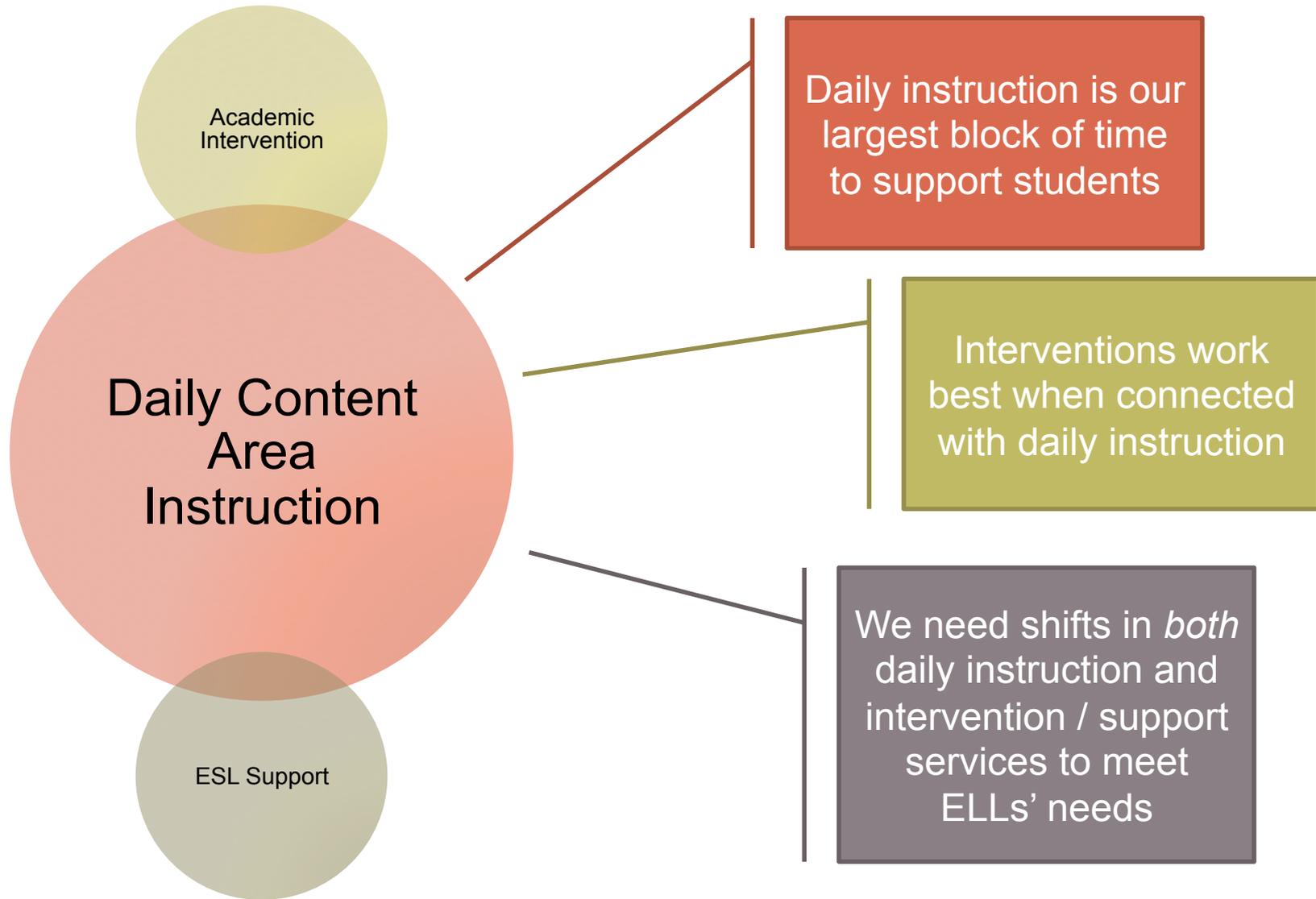
Vocabulary

domain-specific words (e.g., *photosynthesis*)

general purpose academic words (e.g., *process*)

See Webinar 2

Today's Focus on Daily Instruction



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UNPACKING CONTENT- EMBEDDED, AL-FOCUSED INSTRUCTION

Using NYC-Based Curricula & Approaches

Context-Embedded, AL-Focused Instruction

Unit of Study & Guiding Questions

Select a multifaceted, academic topic around which to develop student knowledge and generate a question that may guide the inquiry

Select engaging Texts, Text-Based Questions, and Target Academic Language (AL)

Select multiple, engaging texts that can be used to build topic knowledge and knowledge of academic language



Generate questions that might be used to guide the reading of each text
Select a few high-utility AL vocabulary and structures that are necessary for understanding the multiple texts that comprise the unit and can be used by students to convey their learning in speech and writing.

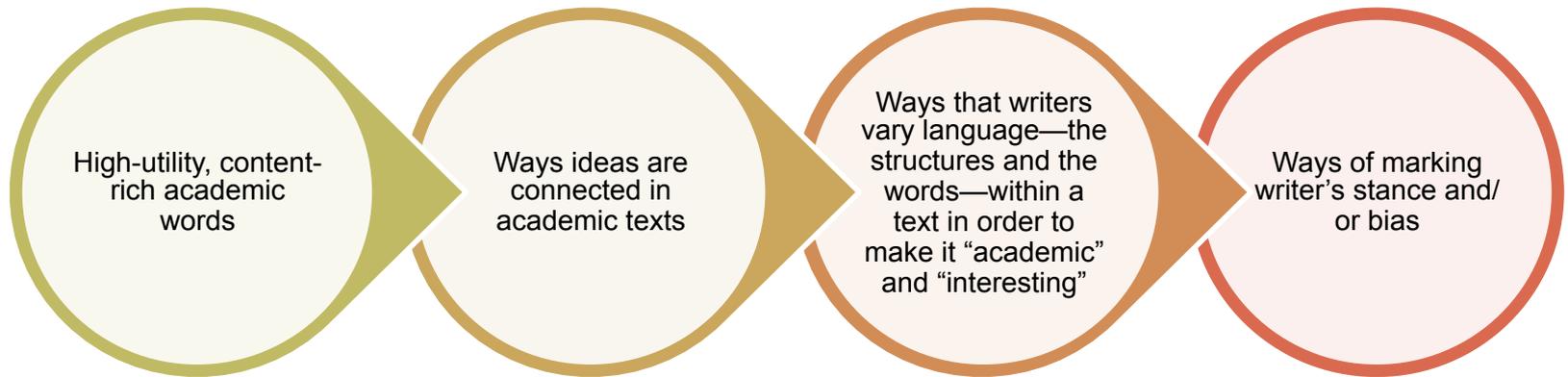
During each lesson, engineer multiple writing, speaking, and listening opportunities--that follow predictable routines--for students to produce the target AL and to practice applying strategies for learning AL independently

Speaking/Listening

Writing

Strategies for continued AL learning

Summary: Teaching AL with Text



- Repetition is more common in oral language

3 Key Instructional Levers for Promoting Academic Language

1

- Make tasks cognitively challenging AND context embedded

2

- Teach language through content

3

- Co-construction of content and language knowledge through talk

See Webinar 2

Applying to Practice: Teacher Observation

First, form a small group of 3-4.

- In this activity, you are fulfilling the role of an instructional leader as you coach a teacher at your school to implement content-embedded, academic-language instruction.

Next, watch the video,

- As you watch, complete the checklist of the hallmarks of good instruction

Finally, answer the questions below:

- What do you notice about this teacher's practice that supports content-embedded, academic language-focused instruction for ELLs?
- What might you make as a single recommendation for instructional improvement?

Evaluating Content-Embedded, Academic Language-Focused Instruction for ELLs

- > Element 1: Select a multi-faceted academic topic around which to develop student knowledge and generate a 'big' question to guide the inquiry.

In Instruction:	<input checked="" type="checkbox"/>
-Instructor allows space for students to share alternative interpretations of the text and to answer the unit guiding question differently	

- > Element 2: Select engaging texts, generate text-based questions, and choose target AL words and features to teach

Indicators	<input checked="" type="checkbox"/>
In Instruction:	
-Instructor communicates the purpose for reading the text in light of the unit goals	
-Instructor connects the texts within the unit so that students understand the role that each text is to play in building their understanding of the unit topic	
-Instructor allows space for students to share alternative interpretations of the text and requires students to use text-based evidence to support claims	
-Students are supported in answering text dependent questions through appropriately paced instruction that builds basic comprehension first and, then, moves to supporting readers in making inferences	
-The focus AL terms are clearly highlighted in the instruction	

Video

<http://youtu.be/QE9YbeCkLeQ>

<http://youtu.be/pZIQcwbHRKY>

Discussion



What do you notice about this teacher's practice that supports content-embedded, academic language-focused instruction?

What single recommendation might you make for instructional improvement?



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INSTRUCTIONAL IMPROVEMENT: A SCHOOL- LEVEL CYCLE

Revisiting our Conversation on AL-Focused Instruction



How could the curricula and materials you have in place serve as a platform to support AL-focused instruction?

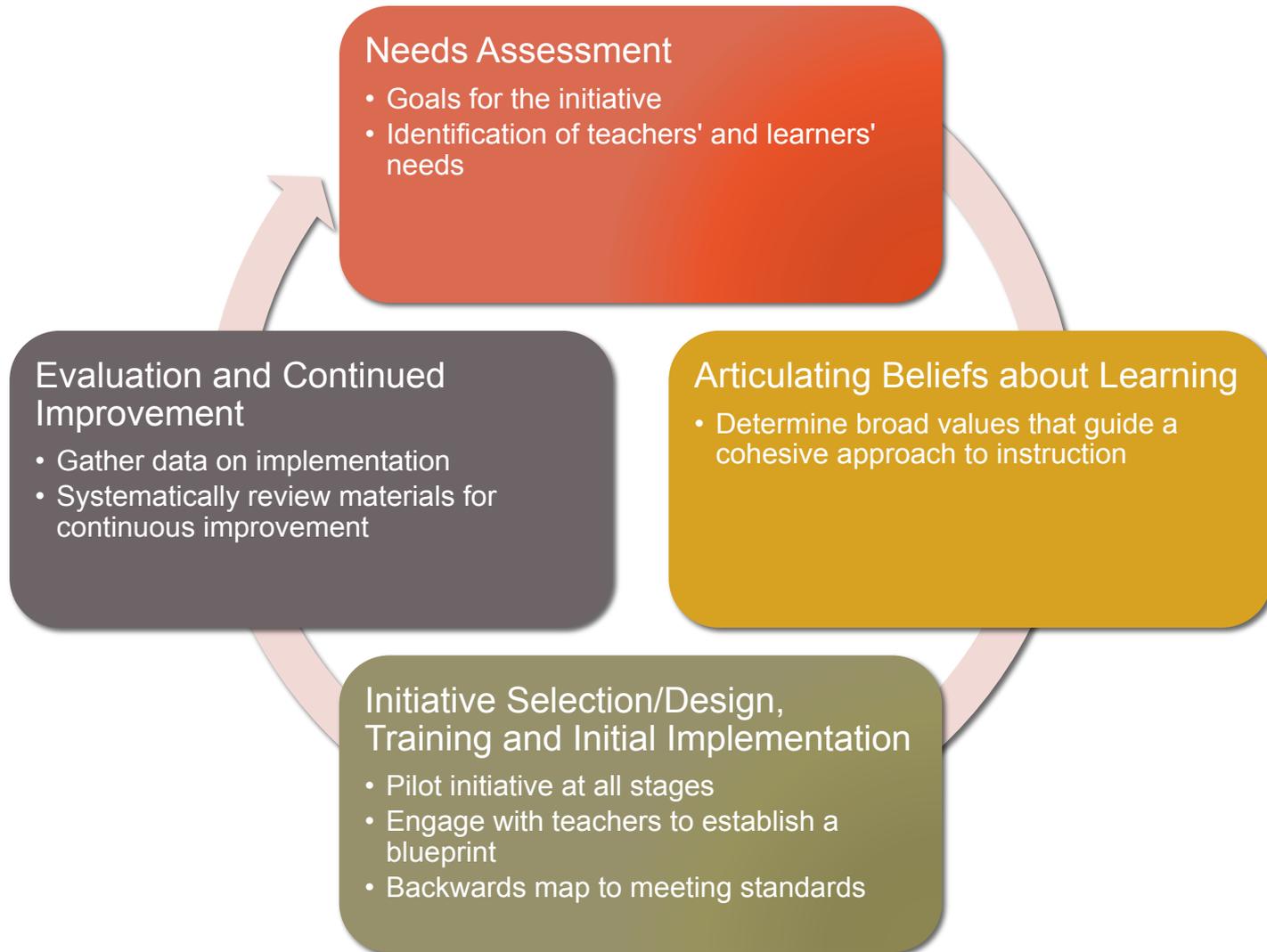


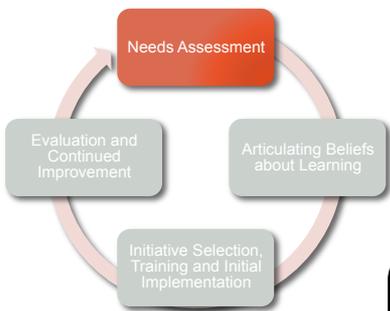
How do you, as instructional leaders, support their use as a platform for AL-focused instruction?



What changes might need to be made to strengthen AL-focused implementation at your school?

Instructional Improvement: A School-Level Cycle





Needs Assessment, Part A

What do you hope to accomplish?

Tier 1 Curriculum/ Professional Development

- Meet ELA standards?
- Literacy or AL in the content areas?

Tier 2 Intervention/ Professional Development

- Support struggling readers?
- Support acquisition of English?



Needs Assessment, Part B

Who are your learners?

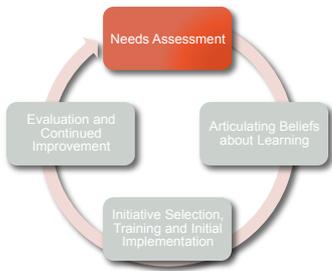
Tier 1 Curriculum/ Professional Development

- What are the needs of your broad population of students?

Tier 2 Intervention/ Professional Development

- What subgroup are you targeting?
- What are their needs?

Needs Assessment, Part B



Who are your learners?

Tier 1 Curriculum/ PD

- What are the needs of your broad population of students?

Tier 2 Intervention/ PD

- What subgroup are you targeting?
- What are their needs?

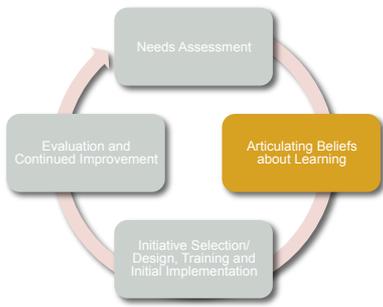
Put it on chart paper: Write down what you hope to accomplish and for whom

Program A

Goals & Learners

Program B

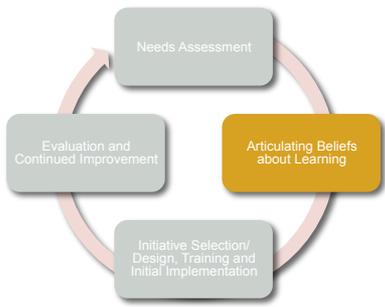
Goals & Learners



Articulating Beliefs about Learning

How does our school community believe learning occurs?

What do we feel are the elements of good pedagogy?

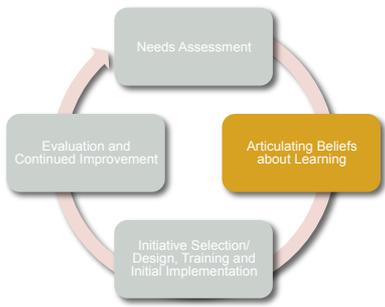


“Get in a Line”

We are
very skills
focused

We are very
inquiry
focused

Articulating Beliefs about Learning



How does our school believe learning occurs?

What do we feel are the elements of good pedagogy?

Put it on chart paper: Write down your school's learning beliefs and philosophies

At our school, we believe learning occurs when ...

-or-

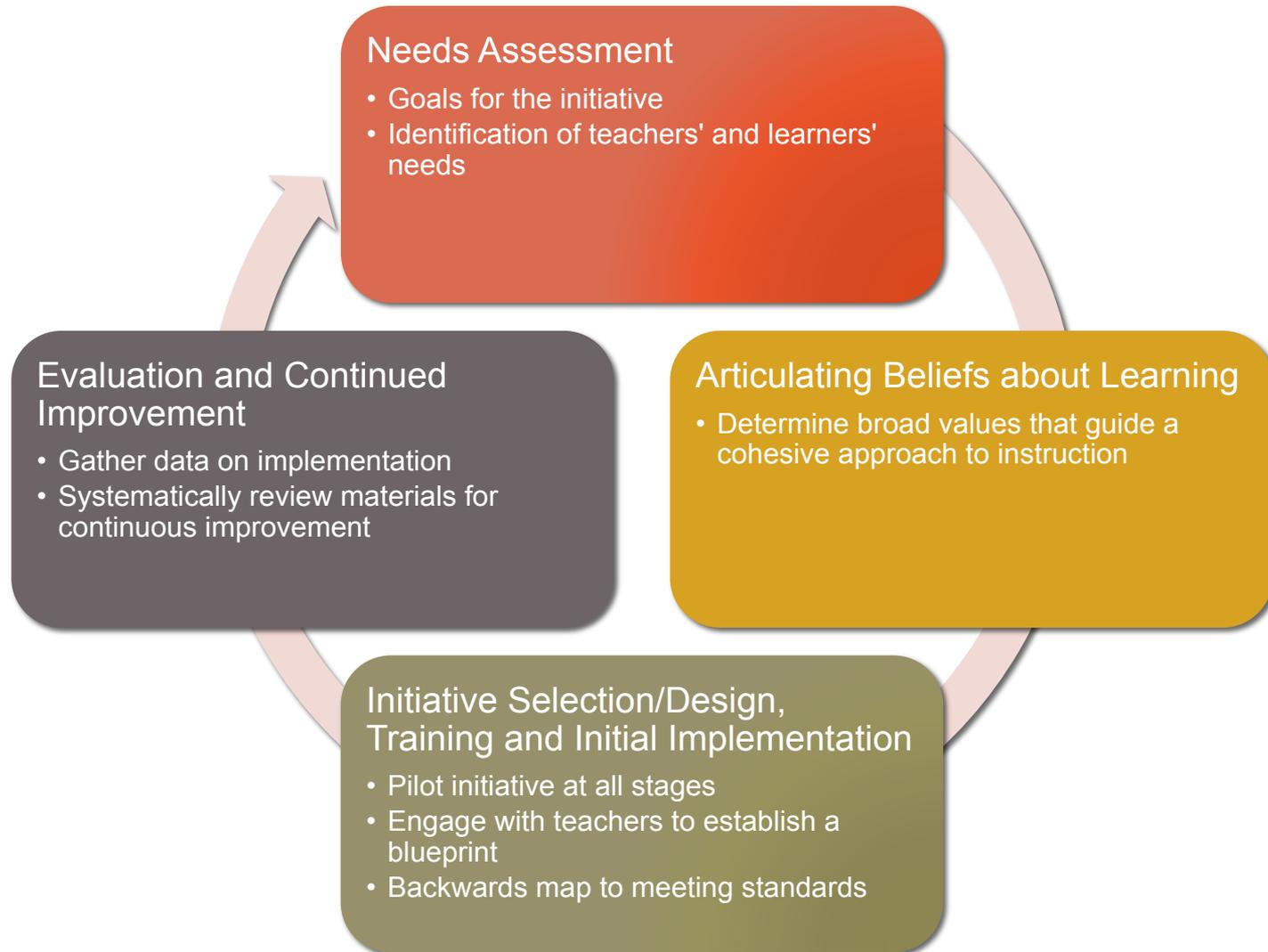
IF we.... THEN our students will....

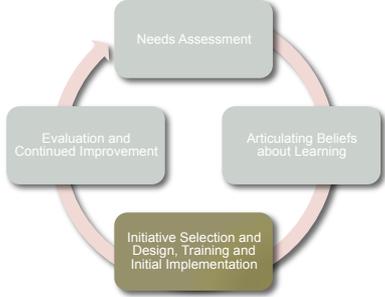
LUNCH

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Instructional Improvement: A School-Level Cycle



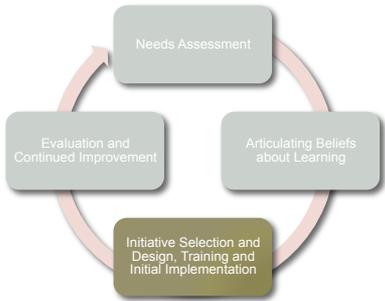


Initiative Planning & Design: Curriculum as an Example

To design or not to design curricular supports?

What to consider:

- Staff and Capital Resources ('hidden costs')
 - Teacher skill/time
 - Materials availability
 - Time and resources available to be allocated to this process
 - Potential for vertical alignment



Training and Implementation

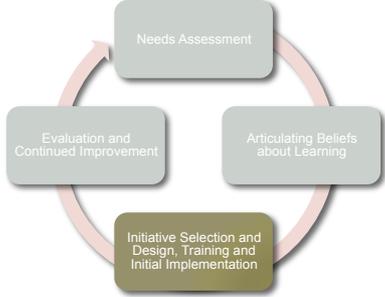
How will we embrace the initiative?

Requirements

- Learner needs: Does this initiative meet the needs of our learners (aggregate or subpopulation)?

- Instructional Requirements: Does this initiative accomplish the instructional requirements (e.g. support us in meeting ELA standards or remediating code-based difficulties)?

- Learning Beliefs: Does this initiative have a particular orientation towards how learning occurs? Does this match the beliefs about how learning happens espoused by our school community?

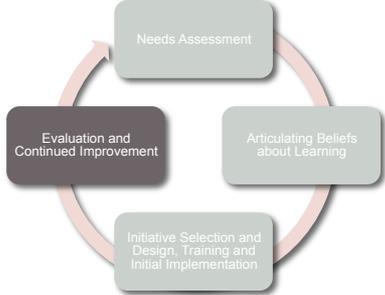


Training and Implementation

What structures are in place to support teachers in instructional improvement?

Structures

- Does professional development occur throughout the year to deepen teachers understanding of the initiative?
- Is time/space allocated for teachers to meet with their colleagues to discuss potential modifications that they might make to the curriculum to meet students' needs?
- Do we plan to pilot the program/curriculum so that we might develop buy-in gradually and work out any 'kinks'?



Evaluation and Continued Improvement

How can we continue to improve?

How will we gather feedback on implementation?

What is our strategic plan to inform adjustments?

PLANNING TO PROMOTE EFFECTIVE USE OF MATERIALS

An Example of a Instructional Improvement Effort

Determining Fit Between Program Design and Program Use

Our Analysis of the Programs You are Utilizing

Confidential – Do Not Distribute

Programs at a Glance

Key: ● = Core Component; ○ = Limited Component

Program	Program Focus and Design					Literacy Skills Targeted				ELL Support	Delivery	Effectiveness						
	Teacher PD or Support	Literacy in Content Area	ELA Curriculum	ELA Component Program	Reading Intervention	ESL Instruction / Support	Vocabulary	Comprehension	Fluency	Decoding	Writing	Speaking and Listening	Support for ELLs?	Teacher-led Instruction	Computer-based	Evidence of Effectiveness?	In Middle Schools	In Urban Settings
Just Words (Wilson)			●	○				○	○			●						
Reading Apprenticeship	●						○					●						○
Word Generation (SERP)	●						●	○			○	●						●
Wordly Wise			●				●	○				○						
Expeditionary Learning	○		●					●			○	○		●				○
Units of Study in Writing (Teachers College)	●									●				●				
Code X			●				○	●			○		●					
Wilson Reading System				●					●			○	●	●		●		
Read 180 Stage B				●				●	○	○		●	●	●		●		●
Teenbiz (Achieve 3000)				●				○	○		○		●					
Rosetta Stone						●					○		●					

See “Review of Literacy Programs” Handout

Blueprint Planning: Ensuring Fit

- Review your Program Matrix
 - Determine if it matches our overview of programs
- 

LET'S TALK: Do any tensions arise? Are there points of disagreement?

THE LANGUAGE AND LITERACY DEVELOPMENT RESEARCH GROUP
HARVARD GRADUATE SCHOOL OF EDUCATION

A Review of Literacy Programs for Middle School ELLs

Curriculums and Interventions

Lesaux, Marietta, Phillips Galloway & Bock
2/21/2014

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NEXT SESSION

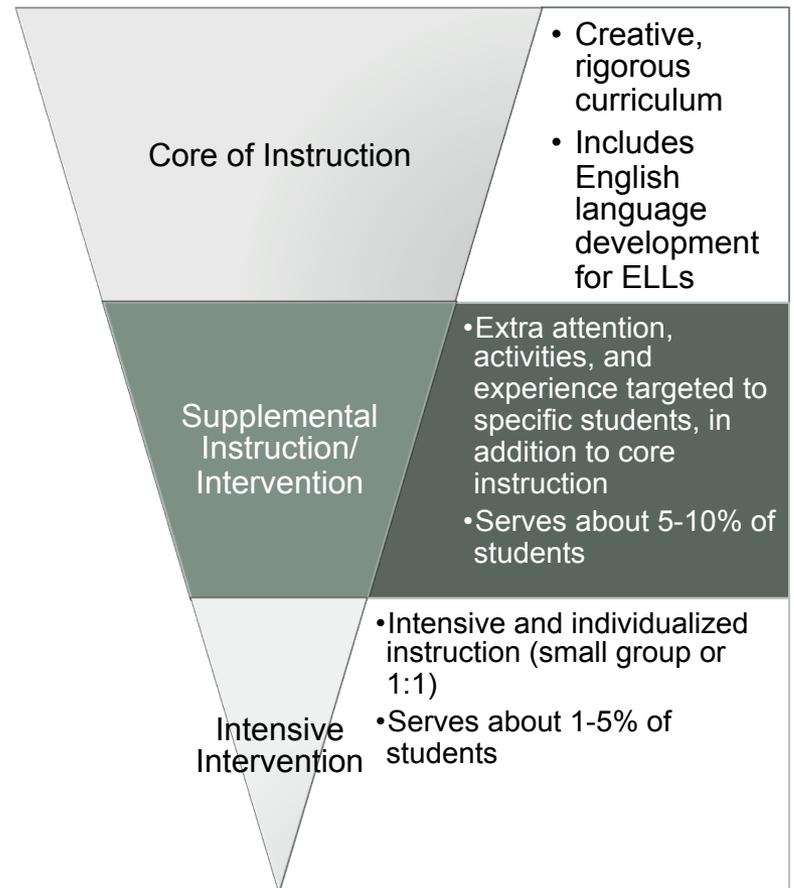
Assessment and Intervention

Start at Core Instruction, But Don't Stop There

The Importance of Supplemental Instruction/ Intervention

- Provides a “double dose” of instruction, targeted to specific needs
- bolsters skills that *some* students have yet to master, but are not the focus of the instructional core

Data-Driven Instruction



Basics of Intervention

Questions...	...And Answers
Where does it happen?	<ul style="list-style-type: none">• Not location-specific• Additional, targeted support one way or the other
Who provides it?	<ul style="list-style-type: none">• Variety of personnel as determined at the site
What skills?	<ul style="list-style-type: none">• Any areas impeding literacy development• For ELLs : might be ESL support AND support for literacy skills
How is instruction designed?	<ul style="list-style-type: none">• Assessment-driven• Adjusted based on progress monitoring (i.e., response to instruction!)

Instructional Improvement: Meetings 3-7

Blueprint

