

How do you prepare ALL teachers to be language teachers?

High-impact practices in course design and implementation

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Agenda

- Definition of High-Impact Practices
- Historical Context
- Re-Visioning of Course
 - Teacher Education Redesign Initiative (TERI)
 - edTPA
 - World-Class Instructional Design and Assessment (WIDA)
- Timeline
- High-Impact Learning Activities
- High-Impact Instructor Practices
- Q & A

High-Impact Practices

“High-Impact Practices (HIPs) share several traits: They demand considerable **time and effort**, facilitate learning **outside of the classroom**, require **meaningful interactions** with faculty and students, encourage **collaboration with diverse others**, and provide frequent and substantive **feedback**.”

(The Trustees of Indiana University, 2015)

Historical Context

- Year 2000
- 1 credit course for pre-service content teachers on working with ELs
- adopted by most program areas
- taught to cohorts in 4 workshop-style class meetings

Key Elements of Early Course

- shock language experience
- instruction on SLA theory, BICS/CALP
- cultural information about local immigrant groups
- instructional approaches such as SIOP
- project - at least 5 hours tutoring an EL

(Walker, Ranney & Fortune, 2005)

Re-Visioning of Course

- ~2010
- Internal impetus:
 - Teacher Education Redesign Initiative (TERI)
- External impetus:
 - edTPA
 - World-Class Instructional Design and Assessment (WIDA)

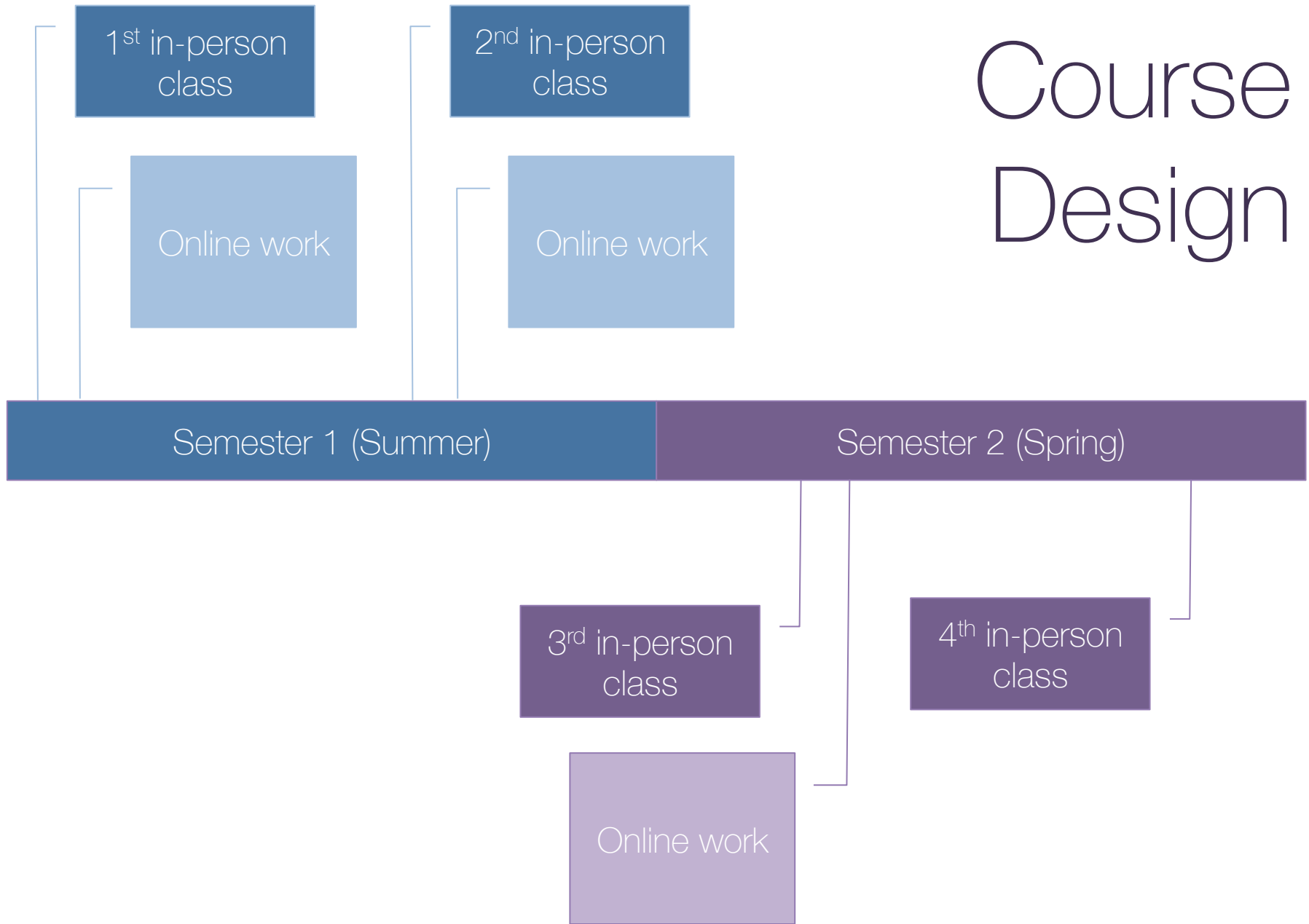
Goals from Redesign Process

KNOWLEDGE	SKILLS	DISPOSITIONS
The social context of education for ELLs.	Skills and strategies to adjust instruction and assessment for ELLs	All students can learn and I am responsible for all students.
Second Language Acquisition	Skills in addressing specific language needs of ELLs	I can learn about English to better help ELLs learn it.
Current practices in education of ELLs	Integrate knowledge and skills about a variety of student characteristics	I accept my students' differences and recognize their strengths.
Cultural Diversity among ELLs and between ELL and mainstream U.S. culture.	Professional development and advocacy	I want to work as part of a team to provide the best possible education for my students.
English Language knowledge	Cultural competence	
Academic English	Ongoing reflection on practice	

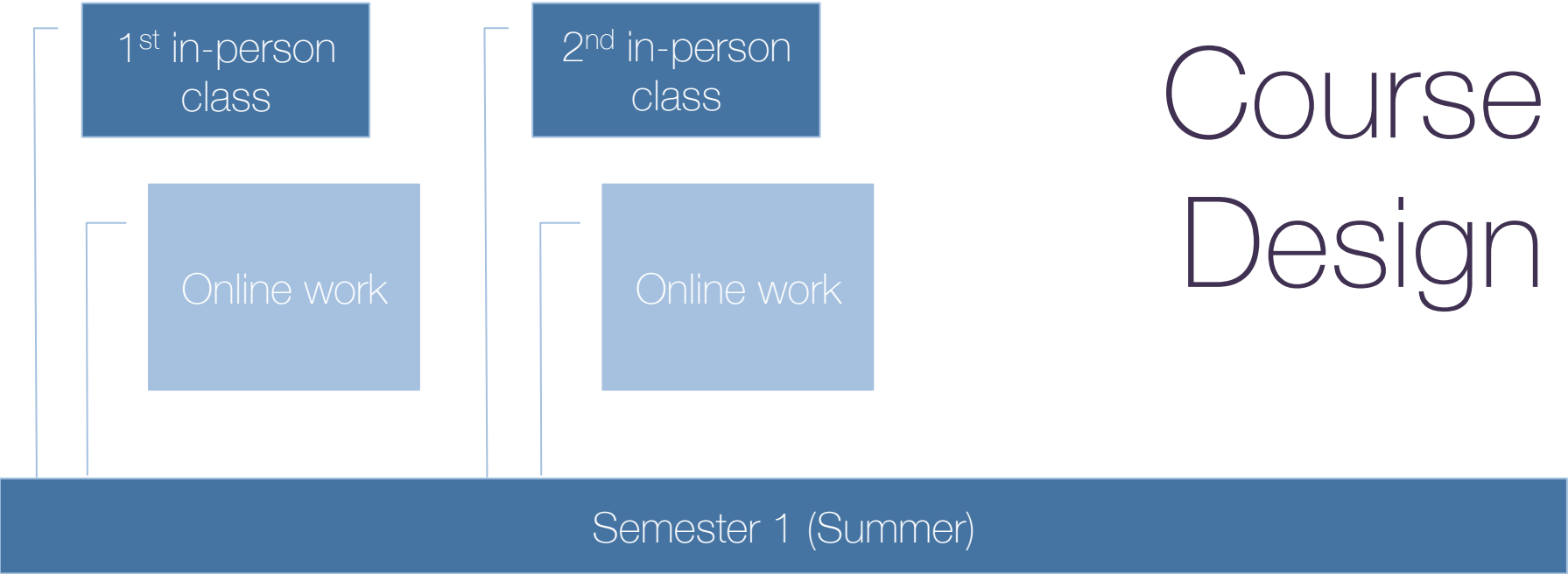
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Course Design



Course Design



1st in-person
class

Online work

2nd in-person
class

Online work

Semester 1 (Summer)

1st in-person class (3 hrs)

- Focus: SLA
- Myths of SLA
- **Language shock experience**
- Guest lecture on SLA

Online work

- Intro to SLA
- SIOP

1st

Key Assessments

- SLA Quiz
- **Case study**

2nd in-person class (3 hrs)

- Focus: Adapting instruction
- WIDA – Can-do descriptors for English Language Learners

Online work

- Focus on sociolinguistics
 - Dialect diversity
 - Language attitudes
 - Linguistic diversity

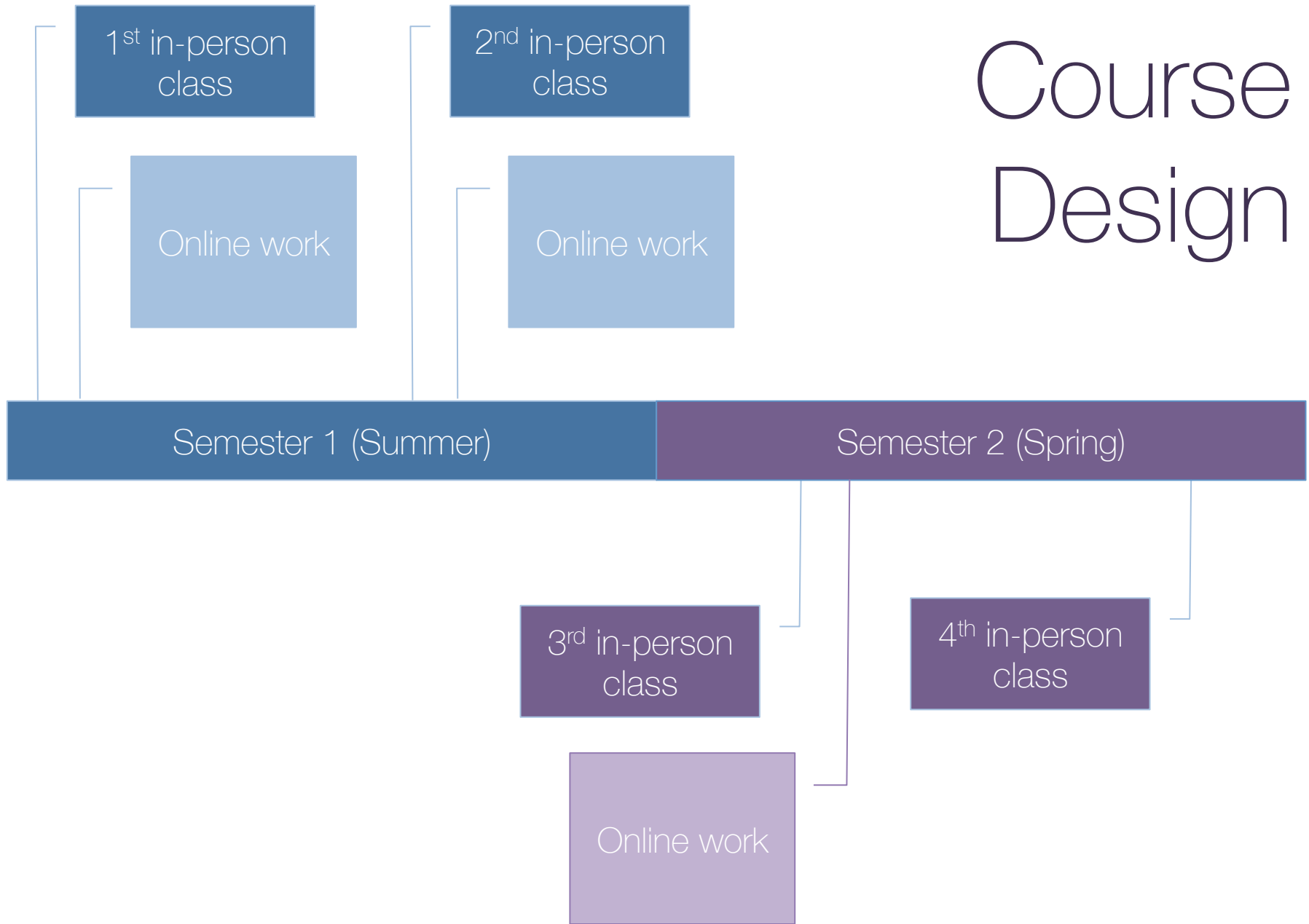
2nd

Key Assessments

- Reflection on linguistic diversity

Semester 1 (Summer)

Course Design



Course Design

3rd in-person
class

4th in-person
class

Online work

Online work

Semester 2 (Spring)

3rd in-person class

Online work

4th in-person class

Online work

Semester 2 (Spring)

3rd in-person class (6 hrs)

- **Focus: Academic Language**
- edTPA terminology
- Language objectives
- Mini text analysis
- Levels of academic language

Online work

- Text analysis

3rd

Key Assessments

- Written text analysis
- Spoken text analysis
- **Lesson Plan adaptation**

4th in-person class (3 hrs)

- Focus: Collaboration & co-teaching
- **Panel of practicing teachers**
- Peer critique of lesson plan adaptation

Online work

- Case studies of collaboration

4th

Online work

Semester 2 (Spring)

High-Impact Learning Activities

Semester 1 (Summer)

Semester 2 (Spring)

SLA

Case Study

Shock Language

Socio-linguistics

WIDA

Reflection
On Linguistic
Diversity

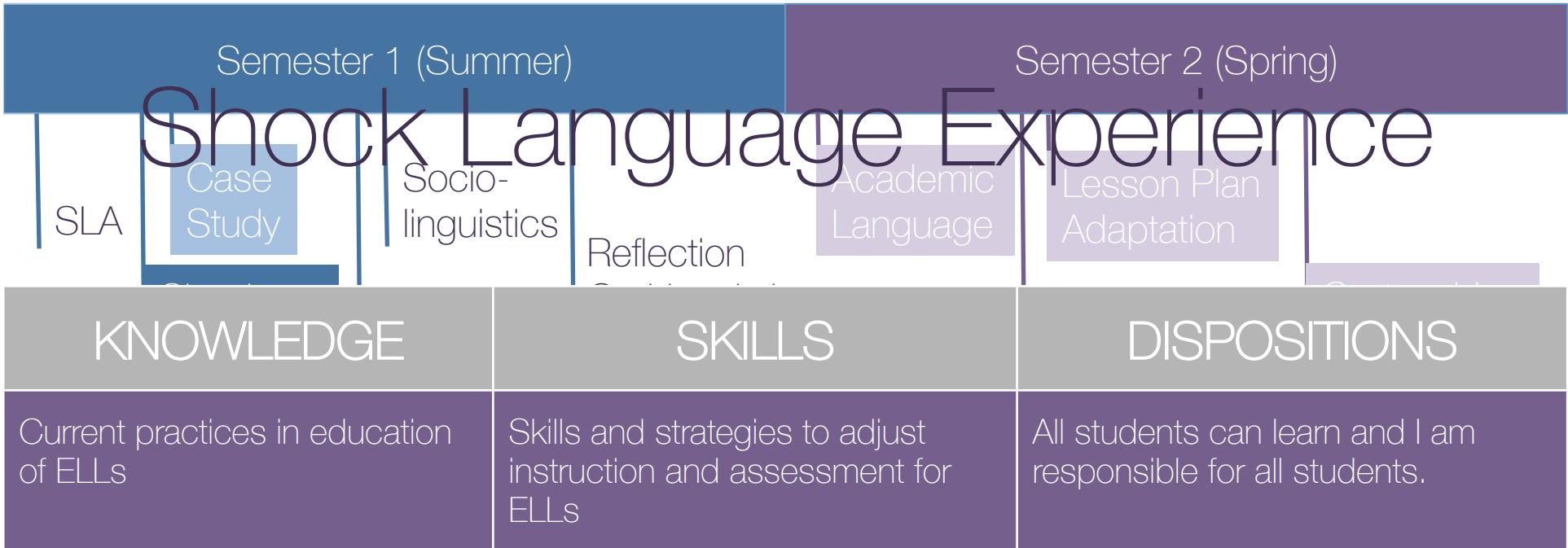
Academic
Language

Lesson Plan
Adaptation

Text
Analysis

Co-teaching
Panel

Shock Language Experience



Shock-Language Experience

- Description
- Student Impact:

The language demonstration was unprecedented to me, providing the [experience] that ELs may feel on a regular basis. Subtleties such as tone and nonverbal cues made a world of difference in the emotions I felt during the demo. As I'm sure was the purpose, it made a lasting imprint that I will be able to carry with me for a long time.

Science Teacher Candidate



Case Study

KNOWLEDGE	SKILLS	DISPOSITIONS
The social context of education for ELLs.	Skills and strategies to adjust instruction and assessment for ELLs	All students can learn and I am responsible for all students.
Current practices in education of ELLs	Skills in addressing specific language needs of ELLs	

Case Study of an EL

- Description
- Student Impact 1 of 2:

During one of the days spent in Wellstone, I noticed a new student in my section of desks...It was very clear that he was still experiencing the “silent period” and was overwhelmed with the amount of language he was being exposed to. While working with him, I did my best to speak at a slow pace and with a calm tone to lower his affective filter as much as possible. I also used what I learned from the course to provide him with quality input by speaking at a level of English just above what I believed he could understand, referred to as $i + 1$ in the textbook (Columbo & Furbush, 2009, p. 38).

Math Teacher Candidate

Case Study of an EL

- Student Impact 2 of 2:

I found that [Fadila] was able to explain aspects of the plot and conflict in her story with relative ease. She was even able to compare and contrast two characters' perspectives as well as describe similarities and differences between her own experience as an immigrant and that of the characters in the story...she effectively utilized circumlocution to describe aspects of village life for which she did not have a word in English such as "borehole" and "water canister." All of these successes in conversation are what put Fadila at a level four on the WIDA scale for speaking and listening.

ELA Teacher Candidate



Academic Language

KNOWLEDGE	SKILLS	DISPOSITIONS
Current practices in education of ELLs	Skills and strategies to adjust instruction and assessment for ELLs	All students can learn and I am responsible for all students.
Academic English	Skills in addressing specific language needs of ELLs	
	Integrate knowledge and skills about a variety of student characteristics	

Academic Language Focus

- Student Impact 2 of 2:

Similar to the techniques I have used to paraphrase written and verbal instructions, I have also attempted to model paraphrasing of complex scientific statements. If we are discussing a sentence that says “A hypothesis is a tentative explanation for a scientific phenomenon,” I will stop and say, “Okay. That is kind of a complicated sentence. Let’s break this down and figure out what it means.” This helps all students, including ELLs to become more metacognitive about their reading and increase their comprehension.

Science Teacher Candidate



Lesson Plan Adaptation

KNOWLEDGE	SKILLS	DISPOSITIONS
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Lesson Plan Adaptation

- Description (contextualized in AL workshop)
- Student Impact:

Appropriate assessment as defined by Colombo and Furbush means, “Differentiate assessments according to English language proficiency,” (2009, p. 18). Language learners and other struggling learners may require more frequent and more informal assessment-- checking-in with these individuals throughout the lesson as well as during future lessons. These students may also need more time to complete any or all of the assessments for this lesson. [They] will be able to achieve full points for attending less stations given that they will need more time to read and write their responses.

ELA Teacher Candidate



Co-Teaching Panel

KNOWLEDGE	SKILLS	DISPOSITIONS
Current practices in education of ELLs	Skills and strategies to adjust instruction and assessment for ELLs	All students can learn and I am responsible for all students.
		I want to work as part of a team to provide the best possible education for my students

Co-Teaching Panel

- Description
- Student Impacts 1 & 2 of 3:

Co-teaching is awesome! It requires a lot of collaboration to work smoothly, and people need to want to be involved.

Math Teacher Candidate

The difficult part [about] partnership is consistently meeting and checking in with the partner about planning...I think that the school could make a policy that asks teachers to consistently attend meetings, but the teachers would need the principal to give them time...

Art Teacher Candidate

Co-Teaching Panel

- Student Impact 3 of 3:

The biggest strength of a partnership between a social studies content teacher and the EL specialist is their differing areas of expertise. The EL specialist has ideas about sheltered instruction and other methods of teaching ELs that the social studies teacher is unfamiliar with, while the social studies teacher has knowledge about the content of the class. This varied knowledge is a huge asset to the partnership. There is no doubt that having two teachers working towards planning a class is beneficial to students.

Social Studies Teacher Candidate

High-Impact Instructor Practices

- Differentiating for program areas
 - Timing of clinical experiences
 - Granting extensions
 - Collaborating with program-area lead faculty on candidate development
- Advocacy
 - Importance of course content
 - Need for program areas to embed language focus

Thank you!

Check out our article on Academic Language Demands
in the Spring 2014 MinneTESOL Journal

minnetesoljournal.org

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