
University/P-12 Partnership for the Win: Practicing and Future Teachers Collaborate to Serve English Language Learners

— Gail Hennessy —
Shannon Cuff, Ph.D.

Beginning the Journey

- ★ Gail and Shannon applied for an Internationalization Faculty Grant available at Park University.
- ★ Our idea was to work with high school students interested in pursuing a career in education to tutor middle school English Language Learners who are struggling readers.
- ★ We approached two local school districts with the idea and both were very interested.
- ★ The school district we ultimately partnered with has the third largest ELL population in the state (behind St. Louis and Kansas City public schools) and met the scheduling needs of the project.

Meet the Team: Park University

Park University: Two University Professors and Six Teacher Candidates

★ Two University Professors

- Gail and Shannon

★ Six Teacher Candidates

- 1 Secondary Education History major, Minor in Sociology
- 2 Elementary Education with Special Education Endorsement majors
- 1 Middle School major with English and Math areas of certification
- 2 Elementary Education majors, both members of the Honors Academy

★ The six teacher candidates are in various stages of program completion.

Meet the Team: North Kansas City High School

North Kansas City High School: One Teacher, 10 Students

★ High School Teacher

- The high school teacher has 28 years of teaching experience, 10 years as the Educators Rising sponsor. Over 100 languages are spoken at North Kansas City High School. As a member of the team, she will work with high school students who are members of the Educators Rising club to encourage them to participate in the project. Additionally, she will reinforce the strategies Park University teacher candidates model for her students as they prepare to tutor middle school ELLs in partnership with Park teacher candidates.

★ 10 High School Students

- All high school students participating in the project desire to pursue a career in education and are members of the Educators Rising club.

Meet the Team: Northgate Middle School

Northgate Middle School: One ELL instructor, 14 ELL Students

★ ELL Instructor

- The ELL instructor works with middle-school ELLs coming from over 15 different countries, and over 90% are not proficient in state literacy standards. As a member of the team, he will build opportunities for his students to develop reading and leadership skills with North Kansas City High School students and Park University teacher candidates.

★ 14 ELL Students

- All students participating in the project are receiving assistance as part of a Before/After School Assistance (BASA) program.
- Factors impacting these students: plateaus in literacy/oracy, poverty, homelessness, domestic violence

Multiple Levels of Impact



The PROCESS Begins

★ IRB Submission and Approval

★ District Approval

- Office of Research, Evaluation & Accountability
- Principals informed/permission forms signed

★ YouthFriends Training

- Required to work with students
- Background checks



★ Planning with ELL instructor

- Instructor's goals for participating students
 - Informational Text and Strategy Instruction

Process

★ Consent to participate and/or decline

- Will audio record, collect student work samples & i-Ready Assessment
- Consent from parents/guardians
- Participating students
 - Instructor will assist in explanation and needed translations
 - Spanish, Arabic, and Karen

★ In addition consent and interviews/reflections from

- ELL instructor
 - Pre and Post Interviews
- Park teacher candidates
 - Pre and Post Reflections

Sharing Best Practices with Teacher Candidates

★ LMS Platform --- Modules Set up...

- Resources
- Discussions
- Announcements/Expectations
- Gathering Place to Share and Grow in Knowledge and Experience

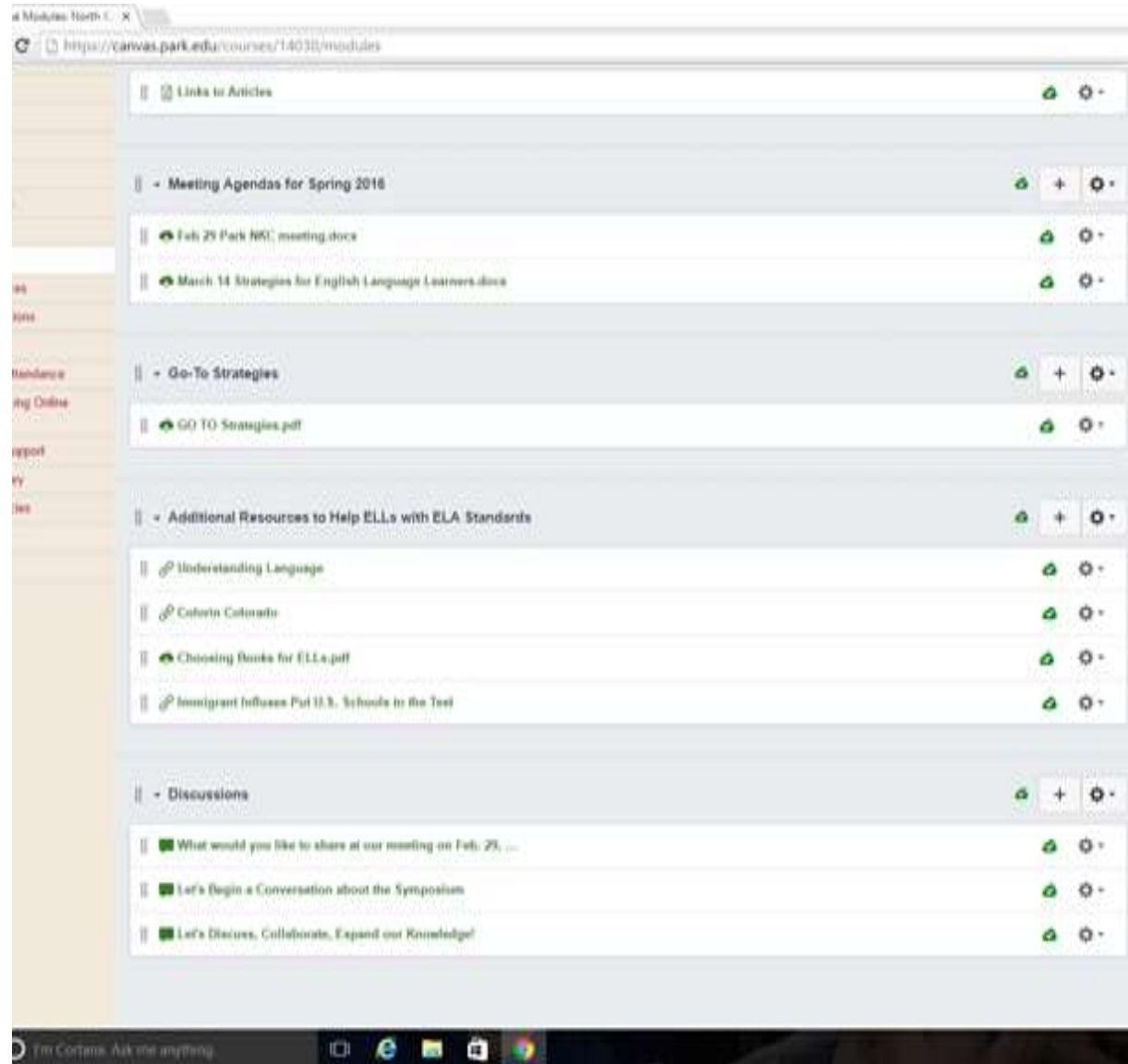


<https://canvas.park.edu/courses/14030/modules>

★ Resources

★ Articles

- https://canvas.park.edu/courses/14030/pages/links-to-articles?module_item_id=1054460



Online Platform: Share ideas, comments, questions, LEARN



Turn and Talk

Professional Development for Teacher Candidates

- ★ Presented by District's ELL Coordinator
- ★ The district's ELL population
- ★ Insight about students & instructor
- ★ Suggestions:
 - Use Academic Register
 - Understand probably fluent in social language
 - Role model, build relationships, professional
- ★ Can Do Descriptors: Grades 6-8
 - Levels 1 - Level 5 (Work with 3 & 4)
 - Reading, Writing, Listening, Speaking

*The GO TO Strategies:
Scaffolding Options for Teachers of
English Language Learners, K-12*

by Linda New Levine, Laura Lukens, and Betty Ansin Smallwood

Developed as part of Project EXCELL
(EXceptional Collaboration for English Language Learning),
a partnership between
the University of Missouri-Kansas City
and North Kansas City Schools
under a 2007 National Professional Development Grant
from the U.S. Department of Education PR Number T195N070316

Professional Development for Teacher Candidates

★ Know Level 3 - Developing

★ For example in reading:

- Make predictions based on illustrated text
- Answer questions about explicit information

The *GO TO* Strategies document can be found on the Center for Applied Linguistics website:

<http://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies>

★ **GO TO** Strategies Matrix for Teachers

- Same levels and descriptors
- For example in reading:
 - Use **Teach the Text Backwards**
 - Provide a content vocabulary **Word Bank** with non-linguistic representations

The *GO TO* Strategies

- ★ Review of Resource
- ★ Possible Strategies to Use
 - Anticipation Guides
 - Graphic Organizers
 - Closed/Open Sort Tasks
 - Reciprocal Teaching
 - Directed Reading/Thinking Activity
 - Question Answer Relationships
 - Etc.
- ★ Vocabulary Instruction
 - Explicit
 - Two Tiered Vocabulary

11. Picture Walks Purpose: Activates students' prior knowledge of the text topic Grouping Format: Whole group instruction Levels: 1 2 3 4 5	
Teacher Actions <ul style="list-style-type: none"> • Prior to reading a fiction or non-fiction text, displays the pictures and other graphic elements throughout the text • Questions and prompts students to make inferences as to what the text will be about 	Student Actions <ul style="list-style-type: none"> • Listens and watches as the teacher introduces the text and displays the pictures or other graphic elements in the text • Makes inferences and shares them with the whole class as to the content of the text
12. Question Answer Relationships (QAR) (Raphael, 1984) Purpose: To increase reading comprehension through the use of various questioning types Grouping Format: Whole class instruction, interactive small groups Levels: 1 2 3 4 5	
Teacher Actions <ul style="list-style-type: none"> • Prepares a list of questions on four levels: <i>right there questions, think and search questions, author and you questions, on your own questions</i> (see Glossary) • Models the four levels of questions about a specific text. • Teaches students how to answer the questions • Places students in small groups and assists them in reading a text and answering the questions • Teaches students to select the QAR category for each question and justify their decisions in the small group • Teaches how to ask/write each of the four kinds of questions with a specific text • Allows time for students to practice asking/writing each of the four levels of questions • Directs student groups to exchange their questions with each other, answer them, and categorize them into QAR levels 	Student Actions <ul style="list-style-type: none"> • Listens as the teacher models and teaches four levels of questions about a text • Participates in answering the questions • Reads a text in a small group and answers the questions with the group • Selects the appropriate QAR category for each question and shares with the group, justifying each choice • Listens as the teacher shows how to ask/write four levels of questions • Practices asking/writing four levels of questions • Exchanges questions with other groups • Answer another group's questions and categorize them by QAR levels

Published

Edit



Let's Discuss, Collaborate, Expand our Knowledge!

Gail Heessey

Mar 16 at 4:20pm

20

Begin March 16, share ideas, connections, questions, etc. Use the 4 articles from Educational Leadership, the GO TD Strategies, Laura Lukens' information, etc. Post 7 or more times making sure you respond to your peers. When responding to someone's posts, expand on the ideas, share your thinking, ask questions, etc. DISCUSS!

The discussion will end March 25, Friday!

Use **academic register**. You may also use the Cognitive Strategies Sentence Starters that Laura is encouraging us to use with the ELL students. Why not begin practicing now?

Search entries or author

Unread



Subscribed

Reply



Chelsea Davis

Mar 16, 2016



Hi Everyone!

I'd first like to start the conversation by discussing the topic of tier two vocabulary. As an overview of tiered vocabulary, there are three tiers. The first tier, tier one, is the basic vocabulary that is used in everyday discussions. Some examples of these vocabulary words include boy, girl, happy, sad, red, run, book, go, stop etc. Tier two is the high frequency and multiple meaning vocabulary words. In regards to tier two vocabulary, they are words that are common across a variety of contexts, yet are more complex and descriptive than tier one vocabulary. These words can have multiple meanings and are important for reading comprehension. Some vocabulary words include persuade, climate, solution, elect, arrange, describe and problem solve. Lastly, tier three vocabulary are low-frequency words that are typically spoken within a specific occupation, geographic locations, school subjects etc. Examples of this vocabulary would include medical, legal and mathematical terms.

Here are some additional resources about tiered vocabulary:

<http://www.readingrockets.org/article/choosing-words-to-teach>

<http://www.colorcolorado.org/article/selecting-vocabulary-words-to-teach-english-language-learners>

https://www.aa257.k12.ia.us/system/assets/uploads/files/76/which_words_to_teach.pdf

The Learning and Sharing Continues

Anticipation as the WORK Begins...

★ Visit the middle school

- Meet with and learn from the ELL instructor
- Learn of expectations
 - For the ELL students
 - For the Teacher Candidates

★ Planning for the work!

- Use Newsela: Nonfiction Literacy and Current Events
- **GO TO** Strategies
- Readings and Discussion
- Scheduling was such that it allows us time to PLAN/PREPARE the teacher candidates

★ Ready to begin the work of supporting, impacting and TEACHING!

- Focus on assessing student growth and teacher candidate effectiveness



Turn and Talk

Early Results: How the Data is Guiding Us Thus Far

Interview with ELL Instructor

★ A Clear Goal for the Project

- “Most significantly, as a group they are weakest in their non-fiction comprehension skills. Their gaps in vocabulary and background knowledge make it difficult for them to understand grade-level, complex, non-fiction texts. It is difficult for them to discern more important details and to identify main ideas.”

★ Insight into Strategies

- “First, I want my students to make stronger connections to non-fiction texts (tapping prior knowledge, connecting with personal experience, visualizing if the text were a movie). Next, I want my students to be better able to identify the key details and main ideas of a text. Finally, it would be great to see students able to evaluate the ideas of a text, and to share their opinion in relation to the claims of the author or subject of an article.”

Early Results: How the Data is Guiding Us Thus Far

Park University Teacher Candidate Discussions after reading the February 2016 edition of *Educational Leadership* and the *GO TO* Strategies Document

- ★ “The Reciprocal Teaching Go-To strategy is definitely something I think would work well with the ELLs we will be working with, especially if we had groups of four so we could assign each student a content-focused strategy.”
- ★ “I just recently read an article discussing Somali students and how they are taught to look down when an adult is speaking to them. It is important that we keep in mind that the English Scholars we will be working with might have different views on what is appropriate body language.”
- ★ “My biggest fear currently is that my ELL student(s) will not understand the task we are doing or they won’t like the way I communicate with them. I know I am always more nervous before the first time I do it and then it gets easier, so I take peace in that.”

Early Results: How the Data is Guiding Us Thus Far

i-Ready Diagnostic and Instruction Data

★ Comprehension: Informational Text Domain **Scale Score**

★ Comprehension: Informational Text Domain **Areas for Improvement**

- Identifying and evaluating an author's point of view, purpose, or opinions
- Analyzing cause-and-effect relationships

★ Comprehension: Informational Text Domain **Strategies**

- Teach a variety of informational genres, including biographies, autobiographies, and newspaper or magazine articles.
- Provide additional strategies for determining word meaning.
- Develop understanding of using evidence to support inferences.
- Teach comparing and contrasting and sequence of events.

Questions? Ideas?

Contact Us

- ★ Gail Hennessy: ghennessy@park.edu
- ★ Shannon Cuff: scuff@park.edu