

CALI BASIC ELL Training
February 24 & 25, 2010

Instructional Best Practices for English Language Learners
Walqui's 10 Priorities for Designing Instruction for Immigrant Students

1. The culture of the classroom fosters the development of a community of learners, and all students are part of that community.

Classroom	Building/District
<ul style="list-style-type: none"> • Invite ELL's to continue to use their native language periodically (when negotiating new things and in social contexts) • Being diverse doesn't mean I'm different! • Display the unique cultures of our students in the form of pictures in the room and build into the curriculum: history, lit, math, science, etc. • All students need to feel comfortable in the classroom regardless of their cultural background • Mutual respect 	<ul style="list-style-type: none"> • Need for culturally relevant practices and PD for those who don't know enough about them • Community projects that bring immigrants and natives together • PD opportunities to enhance the understand of ELL education needs (← yes for all teachers, not just a select few) • Share within the school district as well as interdistrict • Make families a part of the school /district

2. Good language teaching involves conceptual and academic development.

Classroom	Building/District
<ul style="list-style-type: none"> • Academic rigor needs to be present for all • Teachers need to identify specific content AND language goals for Ss, and develop scaffolded, supported, and appropriate lessons and activities to reach goals. • Teachers need to work w/ ELL student and ELL instructor • Teach, practice, and apply academic vocabulary throughout the year. • High expectations for all students for all classes • We (our system of schooling) need to understand why we do this to students, same at district levels. 	<ul style="list-style-type: none"> • Collaboration between CR teachers and ESL is crucial • District/bldg must create time in schedule for this to happen • PD should be made available to teachers to become stronger at this. • Provide support for students who exited ESL program • Revamp school schedules for common planning times for vertical as well as horizontal (context) teams

3. Students’ experiential background is used as a point of departure and an anchor in the exploration of new ideas.

Classroom	Building/District
<ul style="list-style-type: none"> • What a shame that the teacher didn’t capitalize on that child’s addition to the discussion and give credit when credit was due! • Increase peer group activities to promote more student-led discussions. • ELLs have more experiences to offer! • Create a positive classroom environment • Get to know your Ss and their culture. Have them share with others. • Build on what they do know to increase confidence. 	<ul style="list-style-type: none"> • Schools should embrace the cultural diversity they have! • More compassionate/patient system that lets go of the “children should be seen and not heard” mentality. • Training in culturally sensitive practices for all (admin, teachers, and students) • Ss’ L1 should be allowed when necessary to understand (especially for newcomers) and negotiation of meaning amongst Ss is important

4. Teaching and learning focus on substantive ideas that are organized cyclically.

Classroom	Building/District
<ul style="list-style-type: none"> • Repetition is key for learning • Constant review of previously taught concepts • Spiraling → supports students understanding • The power that a teacher has in creating a comfortable place for ELLs and all students in general to learn and in organizing lessons with the ELL in mind • Scaffolding analysis always a plus 	<ul style="list-style-type: none"> • Repeat expectations throughout every school of standards/social expectations • Send home weekly schedules of what will be covered so parents and students can be prepared • Build (create) a sense of urgency and expectations for all. (how to do this? I believe administrations feel great urgency, but it doesn’t necessarily lead to the most productive pathways for ELLs

5. New ideas and tasks are contextualized.

Classroom	Building/District
<ul style="list-style-type: none"> • How “powerful” a small piece of background knowledge can be for students • Share on grade levels • This is good teaching and should always be done • Connects to multiple intelligences too – giving students a variety of ways to “get it”, benefits all Ss • Systematic and explicit instruction, key elements in working w/ ELLs and other students at risk for learning differences 	<ul style="list-style-type: none"> • Provide online access to a database of ideas/organizational tools, etc • P.D. for all new teachers in teaching ELLs (not only new teachers but all teachers) • Share with your peers that teach the same grade/subject • Job embedded PD – this takes time and practice • PD from the classroom outward, not “top down”

6. Academic strategies, socio-cultural expectations, and academic norms are taught explicitly.

Classroom	Building/District
<ul style="list-style-type: none"> • Would be great to share traditions • Would like to figure out how to connect this to science • We are responsible for teaching more than our curriculums • Key word is explicit especially for our ELLs → how about a newcomer booklet with illustrated words. For example “when bell rings we ____.” • Invite the community in to share/teach • And what a way to make ELLs feel comfortable in class by giving them time to talk about their cultures • It’s ok to give ELLs all the info they need w/o enabling them 	<ul style="list-style-type: none"> • Policy on district level on expectations • Emphasize universal learning strategies • Uncover elements of hidden curriculum • Unwrapping standards and GLEs in core context areas

7. Tasks are relevant, meaningful, engaging, and varied.

Classroom	Building/District
<ul style="list-style-type: none"> • More creative, relevant, hands-on activities • More opportunities to teach what we enjoy and less on CMT practice • Give students chances to help drive a unit so that they do find it interesting/meaningful • Less lecturing more hands on creative activities • In L.A. I struggle with this 6 weeks one novel. – pacing is paralyzing sometimes • We need to move away from the more “traditional” teaching style and realize we have to get kids to interact/apply produce = ready for jobs/real life • Create an inviting classroom at all grade levels by “knowing” your students and understanding what they love 	<ul style="list-style-type: none"> • Give students an opportunity to interact with other classes, i.e. school-wide projects • Recognize good teachers not focus on bad ones • Showcase great example of teaching to multiple learning styles – expert or model classrooms • Students will not “buy into” what we are “selling” unless “it” is relevant to them and their families

8. Complex and flexible forms of collaboration maximize learners’ opportunities to interact while making sense of language and content.

Classroom	Building/District
<ul style="list-style-type: none"> • A positive classroom climate is very important, ex. Respect each other, not make fun of others • Exchange of ideas of culture creates a wonderful classroom environment AND enriches knowledge, students learn from each other. • Collaboration and opportunities for students to share their own identities within learning activities are developmentally empowering and build students’ awareness of others’ uniqueness • Students are social → maximize on that! 	<ul style="list-style-type: none"> • Over time schools will become more and more diverse • Exchange ideas across the district, have collaboration exist between schools • More students centered learning and differentiated instruction PD days • Continue PD that encourage teachers from all grade levels to collaborate on and share their context knowledge

9. Students are given multiple opportunities to extend their understandings and apply their knowledge.

Classroom	Building/District
<ul style="list-style-type: none"> • Better instructions in classrooms • Students don’t always get it the first time, multiple opportunities only benefit them • More listening-teacher, more talking = students • Multiple, mutiple, multiple opportunities • Ts must provide varied opportunities • Schools must provide “thinkers” not “repeaters” • Many opportunities and varied opportunities 	<ul style="list-style-type: none"> • Social/civic awareness valued in school’s missions (and in its PRACTICES!) • Concepts should be taught/applied across all content areas • Students should be able to share customs, prior knowledge • Field trips to enhance student knowledge

10. Authentic assessment is an integral part of teaching and learning.

<u>Classroom</u>	<u>Building/District</u>
<ul style="list-style-type: none"> • Assessment appropriate to level of English lang. proficiency • Assessment should lead to instruction • Students need to be able to see their own growth/self-assess. • Make students part of the assessment process...students must understand and see their growth • At the end of the year, have students reflect on their progress/goals while looking through writing folders 	<ul style="list-style-type: none"> • Monitor on district level assessments and compile exemplary examples • Stop teaching ids to test and let learning be more relevant! • Teachers’ created assessments and students’ ideas should be valued at district level in assessment • Too much universal assessment doesn’t allow for enough teaching time.