Offering English Learners quality opportunities to learn …

- Means offering all students quality opportunities to learn.

- Is not only important for our English Learners, it is essential for our own future, and for that of our children:
  - How students from immigrant and English learning backgrounds fare in the coming years will determine to a large extent how the larger U.S. society fares.
  - Immigrants and their descendants are expected to represent almost 90% of all U.S. population growth between now and 2065 (López, Bialik & Radford, 2018).
Nationally, Most ELs Are Native- Not Foreign-Born

Source: Batalova and Zhong, 2016

Different demands in the 21st century: life, work, and citizenship

In the early 1900s, when our current school system was designed, only 5% of jobs required specialized skills and knowledge; today about 70% of jobs are “knowledge work” positions that require the ability to:

• Display high levels of critical thinking
• Communicate effectively with multiple diverse others
• Acquire and use specialized information
• Manage non routine tasks
• Employ advanced technologies (Darling Hammond & Oakes, 2019)
• Persevere through difficulties and setbacks (Dweck, 2006; Finegold & Notabartolo, 2010)
Why do we need to rethink the invitations we offer students in school?

- The immensely different skills required in the 21st century demand pedagogical changes.
- A productive pedagogy derives from sociocultural/ecological theories of learning which prioritize the role of scaffolding and affordances.
- Thus, it is imperative that we challenge prevalent practices which lament the past and minimize the future to counter-propose a future-oriented pedagogy.
- And, as we do that, we must ensure educational coherence at a school and district.
Today’s factories

Costs of not providing amplified opportunities for all our students: Absolute mobility

Figure 1. Baseline Estimates of Absolute Mobility by Birth Cohort

A. Selected Cohorts by Parent Income Percentile

Notes:
- This figure plots the fraction of children earning more than their parents (“absolute mobility”) by parent income percentile for selected child birth cohorts (Panel A) and on average by child birth cohort (Panel B).
- Panel A includes only parents with positive income; within this group, parents’ income percentiles are constructed based on their ranks in the distribution of parents’ incomes within each child cohort.
- Panel B includes parents with 0 income, defining absolute mobility as 100% for that subgroup when computing the mean rate of absolute mobility by cohort.
- Children’s income is measured at age 30 in the CPS-ASEC as the sum of individual and spousal income, excluding immigrants after 1994.
- Parental income is measured in the Census as the sum of the spouses’ incomes for families in which the highest earner is between age 25-35.
- Children’s and parent’s incomes are measured in real 2014 dollars using the CPI-U-RS.
- Absolute mobility is calculated by combining the income distributions with the copula estimated for the 1980-82 cohorts in tax data by Chetty et al. (2014a).
The new mission of schools

“...to prepare students for jobs and ways of life that do not yet exist, using knowledge that has not yet been discovered, creating ideas and solutions for products and problems that have not yet been identified, using technologies that have not yet been invented…

(Darling-Hammond & Oakes, 2019)

How do we account for quality practice if it is variable?

• Good teaching is always situated in the particular.

• Quality learning and teaching occurs when deep understandings about subject matter, pedagogy, students, the language which is the medium of instruction, and the context combine with a vision for excellence and are actualized in response to specific contexts.

• Principles enable us to account for the quality of teaching across different settings and show that instances of excellent teaching can occur in a variety of ways.
Process of Elaborating the QTEL Principles

In 2003-2004 the QTEL team working alongside Ofelia García and 8 Ph.D. students at Columbia University carried out this work which comprised:

- Long-term team observations of reported quality instruction in a variety of contexts
- “Thick” descriptions drawn from observations
- Sharing and discussion of notes
- Distillation of constructs from descriptions: abstractions.
- Principles and their operationalizations are written down
- Emerging principles are tested in multiple other observations
- Refinements were made over time

Principles of Quality Teaching for English Learners

- Sustain Academic Rigor in teaching English Learners
- Hold High Expectations in teaching English Learners
- Engage in Quality Interactions with English Learners
- Sustain a Language Focus in teaching English Learners
- Develop Quality Curricula for teaching English Learners

Walqui & van Lier, 2010
I will discuss four of the Quality Teaching for English Learners principles

• To understand how they are operationalized
• We will observe video clips from the perspective of the assigned principle
• You will annotate evidence of presence or absence of the principle in the implementation
• Finally we will have a discussion of the principle and its application

Sustain Academic Rigor in Teaching English Learners

Promote deep disciplinary knowledge
  • Develop central ideas of a discipline
  • Establish complex relations between central ideas
  • Sustain focus on central ideas and balance in depth of knowledge

Use higher order analytic thinking
  • Invite students to combine facts and ideas through synthesis, evaluations, generalizations, etc.
  • Invite students to solve problems and construct new meanings and understandings

Develop substantive, generative concepts and skills, and invite students to support their thinking with evidence
  • Develop fundamental and interwoven understandings of central concepts
  • Invite students to become aware of how to construct explanations and arguments in the discipline
Hold High Expectations in Teaching English Learners

Engage students in tasks that are **high challenge and high support**
- Introduce tasks that are academically challenging and engaging
- Provide scaffolds to facilitate student engagement in intellectual tasks
- Provide varied entry points for instructional tasks
- Apprentice students and promote their increased participation over time

Engage both students and teachers in the development of their own expertise
- Maintain a focus on metacognitive processes to develop teacher and learner autonomy
- Establish a climate of mutual respect where all students are capable and contribute to the achievement of all

Have clear criteria for high expectations
- Share explicit criteria for what constitutes quality performance
- Make it clear to students that it is necessary to take risks and work hard to master challenging academic work

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**Zone of Proximal Development**

**Self-Regulation**

Leo van Lier, 1991

Based on L.S. Vygotsky

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Video Clip 1: working with students who are bureaucratically classified as Long term English Learners

Yael Glick’s class at Voyagers Academy, NYC

Macro-Scaffolding: Unit Design

Lesson 1: Desegregation in the South
The role children played as part of a concerted effort by Black and other activists to gain Civil Rights is analyzed using a variety of sources

Lesson 2: Contemporary Struggles for Civil Rights
Protest in sports as part of the Black Lives Matter movement. Sports discussed as part of a wider movement of activism through contemporary issues

Lesson 3: Civil Rights in the Contemporary International Arena
The right for girls to study and have a voice. Its suppression and activism is analyzed through multiple multimedia documents around Malala Yousafzai

Lesson 4: Segregation in Australia
The lesson invites students to analyze the role that colonization and its impact past and present on the lives of aborigines. Using multimedia students develop critical reading, speaking and writing to put together the five lessons

Social and socioeconomic consequences of oppression
The search for societal change
Political structure
Forms of oppression and resistance

Walqui & Bunch, 2019
Micro-scaffolding: The task
Silent Graffiti

You will now observe this picture and will fill in the following observation chart
**An Iconic Photograph**

Take a couple of minutes to examine this photograph. Then jot down answers to the questions in the chart.

1. **Individually respond to the first three questions**

<table>
<thead>
<tr>
<th>What do you observe in the picture?</th>
<th>What do you know about this picture?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Personal questions**
- What questions do you have as you look at the picture?

2. **In your groups of four Round Robin your answers. Add interesting questions your peers asked**

<table>
<thead>
<tr>
<th>Other interesting questions my teammates asked:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

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**It was the 200 meters run at the 1968 Olympic Games in Mexico City**

- Let us watch the race.
- Please pay attention to the most competitive runners.
The third man: The forgotten Black Power hero

Metacognitive Development: The Clarifying Bookmark

<table>
<thead>
<tr>
<th>CLARIFYING BOOKMARK 1</th>
<th>CLARIFYING BOOKMARK 2</th>
<th>CLARIFYING BOOKMARK 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you can do:</strong></td>
<td><strong>What you can say:</strong></td>
<td><strong>What you can say:</strong></td>
</tr>
<tr>
<td>Talk about the selected text more...</td>
<td>No point trying to think it over, after reading the part I think it may mean...</td>
<td>Talk about the selected text more...</td>
</tr>
<tr>
<td>Summarize your understanding away or after...</td>
<td>I understand the reading so far...</td>
<td>I understood the reading, but I can question...</td>
</tr>
<tr>
<td>What you can do:</td>
<td>What you can say:</td>
<td>What you can do:</td>
</tr>
<tr>
<td>Use your prior knowledge to help you understand...</td>
<td>I know something about the item...</td>
<td>I know what or least about the item...</td>
</tr>
<tr>
<td>Apply related concepts after readings:</td>
<td>The reading list I have encountered before that relates to this...</td>
<td>The reading list I have encountered before that relates to this...</td>
</tr>
<tr>
<td></td>
<td>We learned about the metacognitive when we studied...</td>
<td>We learned about the metacognitive when we studied...</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLARIFYING BOOKMARK 4</th>
<th>CLARIFYING BOOKMARK 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you can do:</strong></td>
<td><strong>What you can do:</strong></td>
</tr>
<tr>
<td>Ask questions about ideas and phrases you don't understand...</td>
<td>Ask questions about the ideas...</td>
</tr>
<tr>
<td>Underline the part that I have a question about...</td>
<td>I understood the part but I have a question about...</td>
</tr>
<tr>
<td>Use related text, pictures, tables, and graphs to help you understand another idea...</td>
<td>I used the notes, graphs, and other items...</td>
</tr>
<tr>
<td>The next page gives some information about...</td>
<td>The next page gives some information about...</td>
</tr>
<tr>
<td>When I reread the selected part of the chapter I found...</td>
<td>When I reread the selected part of the chapter I found...</td>
</tr>
</tbody>
</table>
Engage English Learners in Quality Interactions

Engage students in sustained, deep interactions to build knowledge

- Dialogue between teacher and student and between peers is focused on key ideas and builds on the participants’ contributions to promote improved understanding
- Dialogue involves the exchange of ideas and is not scripted or dominated by one party

Jointly construct knowledge through the mediation of language

- Talk is about the subject matter of the discipline and encourages the use of analytic thinking

Simultaneous development of three types of practices

Disciplinary Practices

- disciplinary practices related to conceptual understanding
- disciplinary practices related to analytic tasks
- disciplinary practices related to language

Adapted from Kibler, Valdés, Walqui, 2014
Sustain a Language Focus in teaching English Learners

• Develop disciplinary language explicitly
  • Raise students’ awareness of how language works to accomplish specific purposes and of the characteristics of language, texts, and disciplinary discourse (Genre: purpose, structure, preferred linguistic instantiations)
  • Provide deliberately crafted opportunities for students to practice new concepts, analytic skills, and language purposefully

• Focus student performance and corrective feedback on one of these aspects: fluency, complexity, OR accuracy

• Amplify (linguistically, paralinguistically, extralinguistically), don’t simplify

Video Clip 2: working with students at the intermediate and lower levels of proficiency in English
Roza Ng’s ENL/ELA class at MS 131, NYC
References


