Supporting English Language Learners

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AGENDA

- Philosophy
- Classroom Community
- Teaching Strategies
- Challenges
- Successes
- Conclusion
My Philosophy

- The teacher is the facilitator
- The process is much more important than the product
- The students guide instruction
Classroom Community

- Safe space where learning happens through effort and hard work
- Mistakes are a necessary part of learning
- High expectations for all
- Students are accountable to themselves and to each other
- A whole class focus on the unique strengths of each individual
- Growth is the goal; everyone begins at a different point, therefore everyone is moving toward their own goal line
Content Integration

- none: 30%
- 1: 18%
- 2: 19%
- 3: 16%
- 4 or more: 17%
Student Voice

Oral Language - meaningful conversations with adults
Collaboration - meaningful conversations between children

39%/156 minutes of the day devoted to student voice
Teaching strategies

Principles

Metacognition Differentiation Explicit instruction
Teaching strategies

Principles

Metacognition

Differentiation

Explicit instruction

(Noun)

Awareness and understanding of one’s own thought processes
Classroom talk protocols

- Eye contact; eyes on the speaker or audience
- Speak in complete sentences
- Speak using academic language
- “I was wondering…..”
- “I agree with…..”
- “I respectfully disagree with…..”
- “I would like to add…..”
- “I would like to rephrase/repeat what was just said…..”
- “Could you please clarify/explain…..”
- “My answer/idea is the same/different from your idea…..”
Teaching strategies

Principles

**Metacognition**
(noun)

Awareness and understanding of one’s own thought processes

**Differentiation**

Varied content, process, products, and/or the learning environment to meet individual needs; supported and informed by assessment and flexible grouping

**Explicit instruction**
Differentiation tools

1. Ongoing assessment
2. Talk Protocols
3. Flexible Grouping
4. Anchor Charts
5. Partner Talk
6. Table talk
7. Precise lesson objectives
8. Clear learning outcomes
9. Student voice
Know/need to know chart

I KNOW
- Jack began practice at 12:30
- Practice lasted 30 minutes

I NEED TO KNOW
- What time did practice end
How to solve a (math) problem

- Read the problem (and reread, and highlight, underline)
- List what you know and what you need to know
- Make a model/draw a picture
- Write an equation
- Write a solution
- Attend to precision; did you answer the question?
Teaching strategies

**Principles**

**Metacognition**
(Noun)
Awareness and understanding of one’s own thought processes

**Differentiation**
Varied content, process, products, and/or the learning environment to meet individual needs; supported and informed by assessment and flexible grouping

**Explicit instruction**
Always name the teaching point and learning objectives
Empower students to assess their own progress
Teaching Strategies
Practices

Vocabulary development through word analysis and literature
Student Generated resources
Student self assessment
Challenges are just parts of the process that must be considered and addressed.
Successes

Classroom management

Everyone makes progress

Student voice
Conclusion

Components of effective language instruction

- The teacher is the facilitator of instruction
- Safe, inclusive classroom environment
- Metacognition
- Differentiation
- Explicit instruction
- High expectations
- Scaffolds
- On-going formative assessment
- Vocabulary development
- Student driven instruction
The most effective tool to develop language is Talk