

# SUPPORTING ENGLISH LANGUAGE LEARNERS



LESLIE BARDEN SMITH  
JANUARY 24, 2019

# AGENDA

- PHILOSOPHY
- CLASSROOM COMMUNITY
- TEACHING STRATEGIES
- CHALLENGES
- SUCCESSES
- CONCLUSION

“

## MY PHILOSOPHY

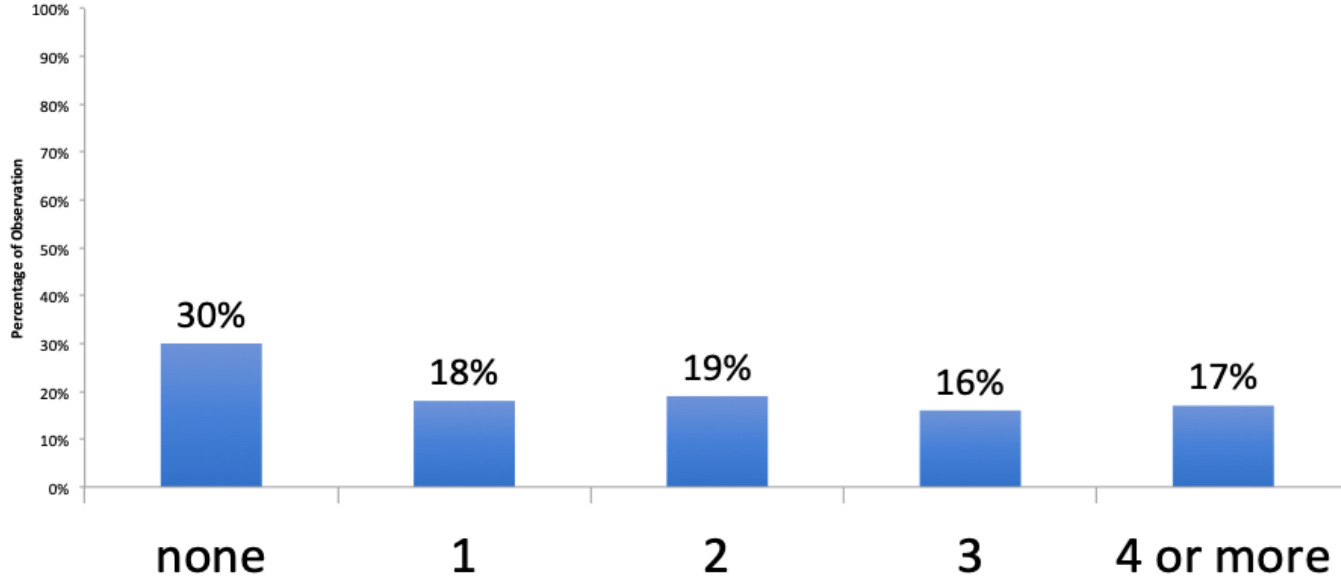
- THE TEACHER IS THE FACILITATOR
- THE PROCESS IS MUCH MORE IMPORTANT THAN THE PRODUCT
- THE STUDENTS GUIDE INSTRUCTION

— • —

# 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

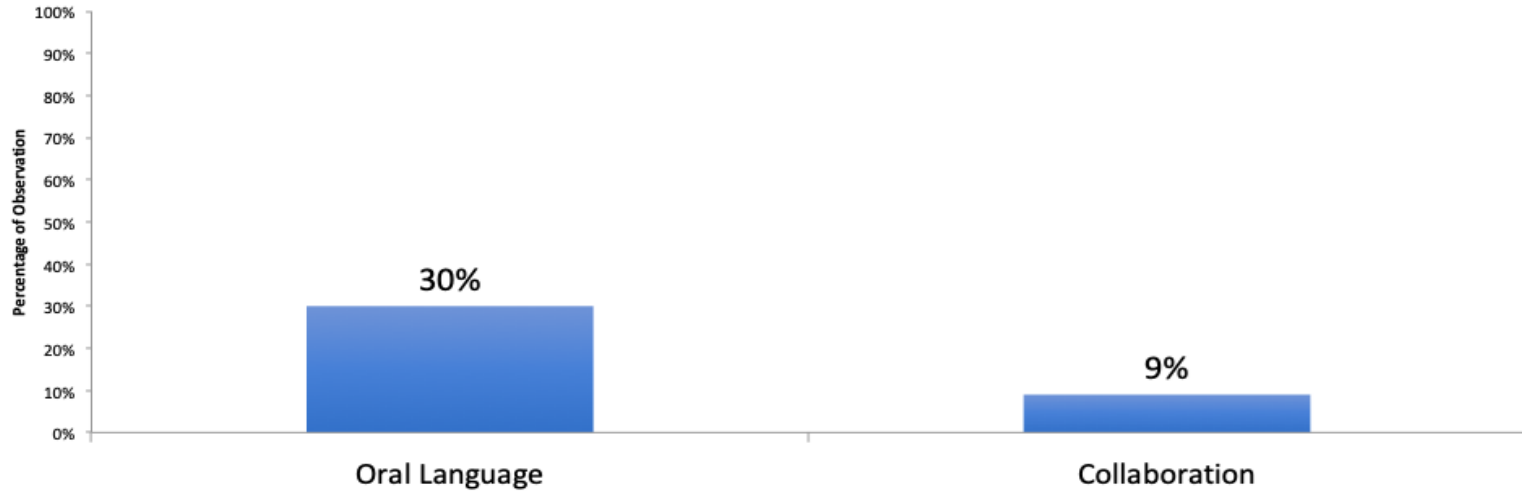
# Content Integration



## 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

(NOUN)

AWARENESS AND  
UNDERSTANDING OF ONE'S  
OWN THOUGHT PROCESSES

DIFFERENTIATION

EXPLICIT INSTRUCTION



# 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

A decorative border in a light purple color, consisting of a continuous, wavy, scalloped line that frames the entire page.

“

*CHALLENGES ARE JUST PARTS OF  
THE PROCESS THAT MUST BE  
CONSIDERED AND ADDRESSED*

— • —



# SUCCESSSES

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