

Scaffolding the Participation of Emergent Bilingual Students in Content Classrooms

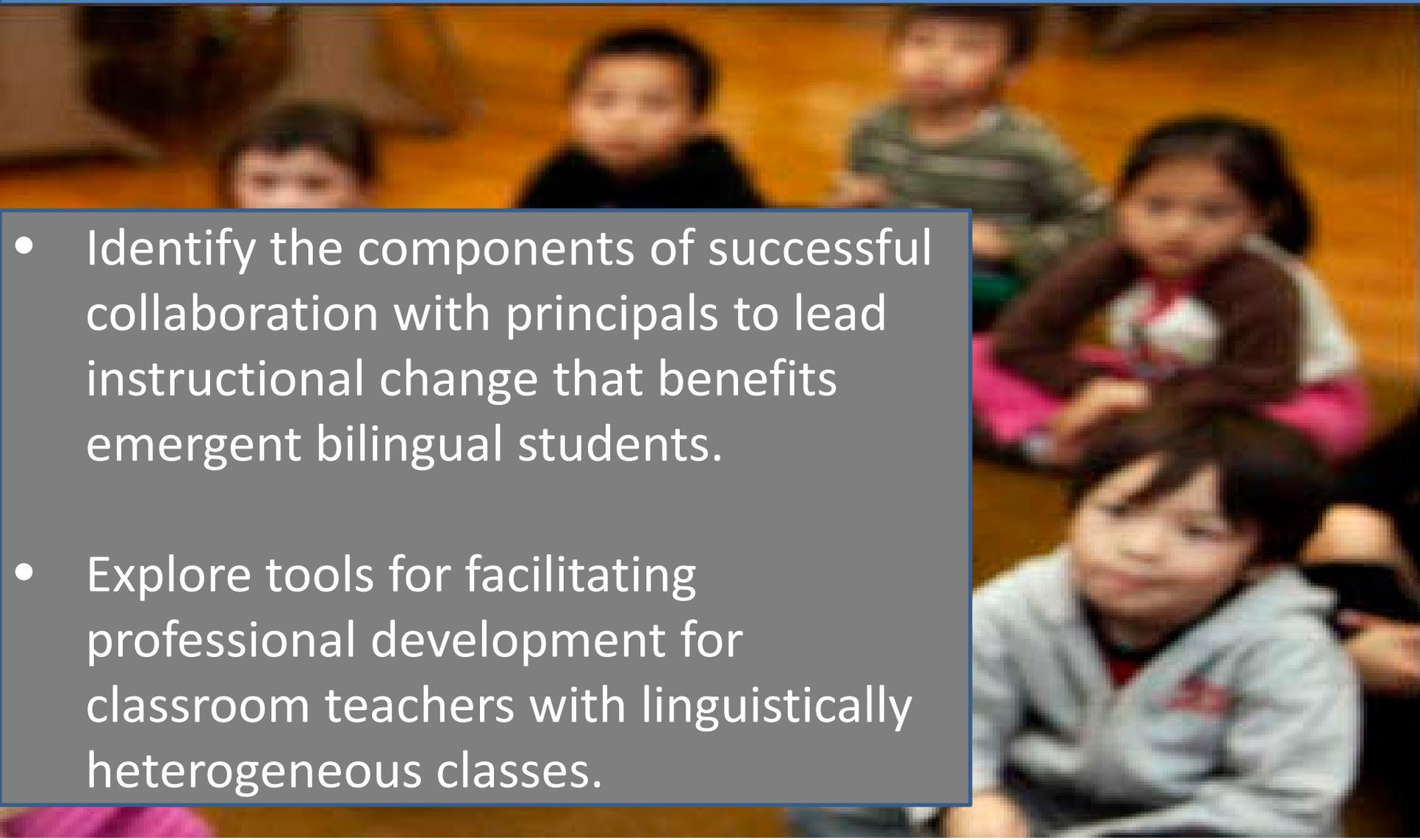


A Professional Development Project for Content Teachers

Rusty Carlock, Albemarle County Public Schools
Amanda Kibler, University of Virginia, Curry School of Education

Objectives

- Identify the components of successful collaboration with principals to lead instructional change that benefits emergent bilingual students.
- Explore tools for facilitating professional development for classroom teachers with linguistically heterogeneous classes.



Anticipatory Guide

Complete the guide and discuss with a partner your understanding and use of the following words/concepts:

- Extended Discourse
- Lesson Study
- Sociolinguistic Theory of Language Acquisition
- Long-term English Learners

Identifying the Challenges

- English Language Learners who came to U.S. schools in Kindergarten or First Grade who continue in the program in middle school.
- An increasing number of newcomer English Language Learners at the middle school level.
- Lack of resources to address both groups of students' needs in pull-out settings.
- Lack of progress among long-term Els even with pull-out, Tier II intervention.

Research-Based Program Recommendations for Long-term ELs

Enroll students in ESOL courses that emphasize writing, academic vocabulary, study skills, and school engagement.

Cluster students in heterogeneous (up to 50/50), grade-level content courses that use Sheltered Instruction (SI).

Provide native language instruction on-track to AP placement when possible.

Monitor progress and provide added support (e.g. tutoring, extended day programs, summer enrichment) when needed.

Approaching a Solution: Principal Buy-in & PD Support for Teachers

- Clear objectives in collaboration with the principal.
- Partnerships with community members who can support the objectives.
- Multiple sessions integrated into existing PD structures for teachers .
- Time for collaboration, implementation, and reflection among teachers.



Partner Talk

Do you have schools in your division with similar challenges? What relationships have you built or need to build to facilitate a similar project that supports schools facing similar challenges?



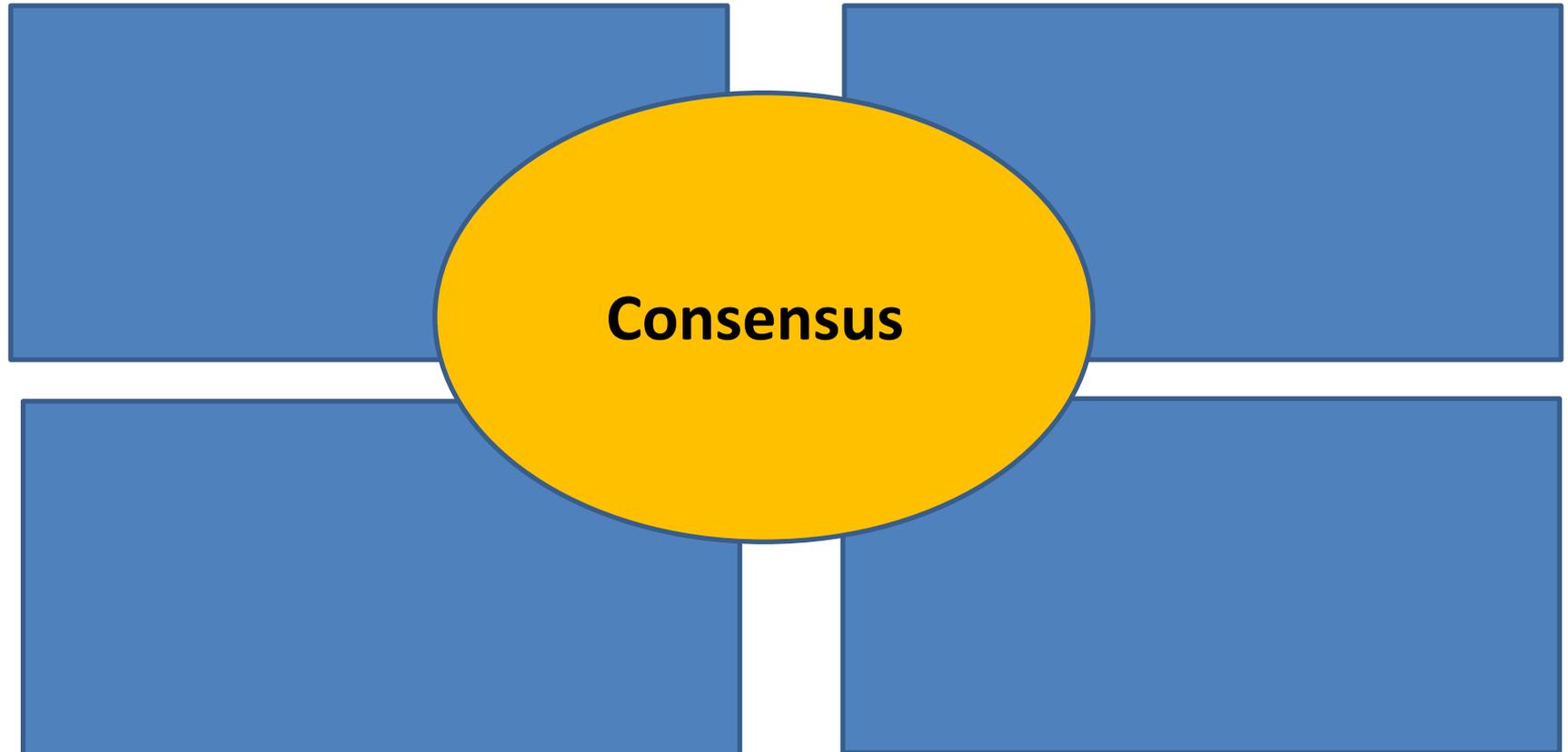
Components of Professional Development: A Sociolinguistic Basis

- Readings on Language Development
- Discussion of Implications
- A forum for all questions.
- Connecting theory and research to practice with concrete strategies



Components of Professional Development: 4-Way Extended Discourse

What would you like to **know** and **be able to do** to support your students who are learning English in addition to their native language?



Components of Professional Development: Anticipatory Guides & Key Vocabulary

	“I definitely know this word, and I can explain it to someone else!”	“I think I know this word, but I’m not completely sure.”
Write your explanation here		

Protocol for Lesson Studies

- Share plans, objectives, a brief description of the larger unit, and a strategy related to promoting participation of emergent bilingual students in academic discussion
- Share what you feel are the challenges faced and the outcomes of the lesson.
- Share key artifacts from the lesson, e.g. videos or student work, and answer clarifying questions from others.
- Share a key question that arose from your work.
- Listen to others discuss the question and their own questions as well as how these connect to their own work.
- Reflect on how to further refine the strategy and implement it in other settings.

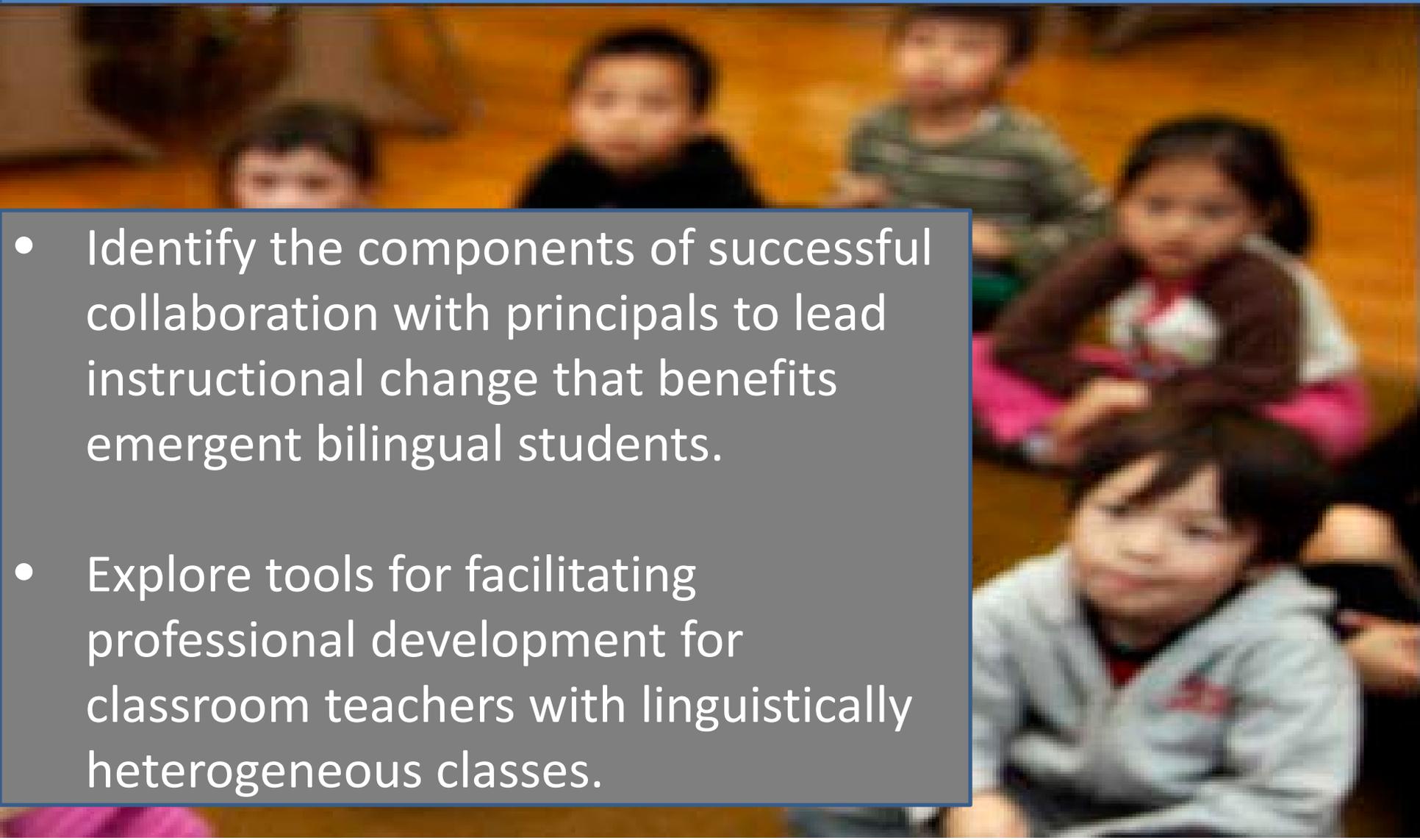
Partner Talk

- How could you adapt these resources to your division's needs?
- What would an effective model for professional development look like within your division?
- What are your next steps for supporting content teachers in adopting strategies that support language development for all students in linguistically heterogeneous classes?



Objectives

- Identify the components of successful collaboration with principals to lead instructional change that benefits emergent bilingual students.
- Explore tools for facilitating professional development for classroom teachers with linguistically heterogeneous classes.



Achieving Common Goals for Emergent Bilingual Students



Prepare **all students** to succeed as members of a **global community** and in a global economy.



Achieve equity in educational **opportunity** with high-quality pedagogy that develops **complex thinking, creativity, and leadership** in all students.