

HONORS FOR ALL:

IMPROVING ACCESS AND ACADEMIC
RIGOR FOR ENGLISH LEARNERS

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COSA 2015 STATE ENGLISH LEARNERS ALLIANCE
CONFERENCE – MARCH 12, 2015

Welcome!

Introduction

Brianna Douthit:

- 11 years teaching
- 9th grade language arts
- 12th grade AP Literature & Composition
- English/language arts Department Chair

Paul Hanson:

- 7 years teaching
- 9th grade biology
- AP Biology
- AVID 10
- Senior Inquiry
- Science Department Chair



Liberty High School:

- 1540 students
- 18% English learners, 26 different languages spoken
- 46% free and reduced lunch
- 55% white, 32% Hispanic

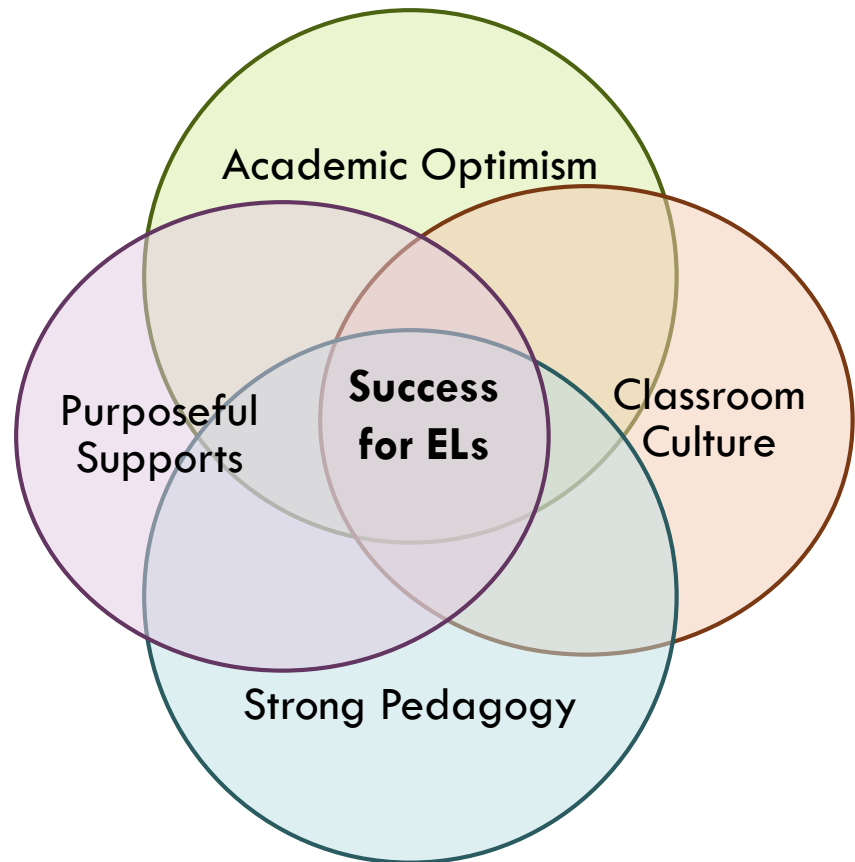
Objective



Explore how school systems can change to provide **ALL** students with access to a rigorous course of study and the instructional practices necessary to create a school and classroom culture where English learners feel supported and safe to take the risk and participate in honors/advanced leveled work.

Presentation Overview

- Academic Optimism
- Classroom Culture
- Strong Pedagogy
- Purposeful Supports



Rationale

- the opportunity gap
- CCSS and NGSS
- the achievement gap
- institutional barriers





Academic Optimism

- A school with high academic optimism is a collectivity in which the faculty believes it can make a difference, that students can learn, and that high academic performance can be achieved.

From:

Hoy, Walter K., C. John Tarter, and Anita Woolfolk Hoy. "Academic Optimism of Schools: A Force for Student Achievement." *American Educational Research Journal* 43.3 (2006): 425-446. Print.



Four Types of Schools

1. Charles Darwin Academy
2. Pontius Pilate Academy
3. Warm and Fuzzy Academy
4. By Any Means Necessary Academy

From:

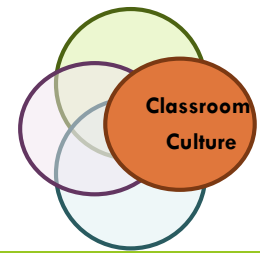
Cruz, Luis. "Transforming Schools at Every Level." *HSD Equity Team Training*, Hillsboro, OR. 28 August 2014. Presentation.



Reflect and Debrief

- What is the culture of your staff in terms of academic optimism?
- How many ELs and/or former ELs are in your advanced/college prep. classes and programs?
(TAG, “Honors” classes, AP classes, Chemistry, Physics, Calculus, etc.)
- How many ELs and/or former ELs are in your remedial classes?
(“regular” classes, Reading support, SpEd, ESL Study Skills, General/Integrated/Physical Science, Algebra support, etc.)
- Are ELs and/or former ELs (exited/monitors):
 - underrepresented?
 - about equally represented?
 - overrepresented?

Classroom Culture

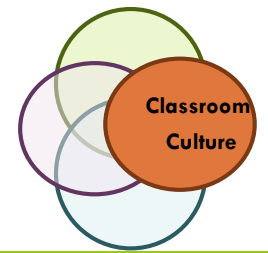


Jose's experience:

- Home language: Spanish
- Parents' education: no college education
- Years enrolled in Hillsboro schools: K-12
- Years in ELD: 9
- Attitude towards school – late elementary
 - “I hated school...and I was a little behind from what I could tell.”



Reflect and Debrief



- What teacher and system supports did the student mention in the video clip?
- Do you offer these types of supports at your site?

Please be prepared to share with the large group.

Strong Pedagogy



English/language arts: Content Pedagogy

- provide **a range of learning opportunities** (reading, writing, speaking, listening, thinking)
- carefully monitor student understanding and **make modifications on the spot**

Science: Inquiry Learning Cycle

The Five Es:

- Engage
- Explore
- Explain
- Extend
- Evaluate

Professional Development



Have teachers at your school received professional development in ...

- Equity – Courageous Conversations, Rethinking Schools/Oregon Writing Project, Taking It Up, Coaching for Educational Equity (CFEE)
- PLCs/PLTs – Professional Learning Communities/Teams
- Constructing Meaning/ Integrated ELD / SIOP
- AVID – Advancement Via Individual Determination
- Pre-AP/IB – Middle Years Programme
- Advanced Placement and/or International Baccalaureate
- NGSS Implementation
- OCTE and NCTE (Councils of Teachers of English)

Closing the Opportunity Gap



- Deconstruction of science systems that create elitism, inequitable access, and inequitable outcomes.
- Implementation of NGSS three-dimensional science learning opportunities (i.e., integration of science practices, content, and crosscutting concepts).

Closing the Achievement Gap



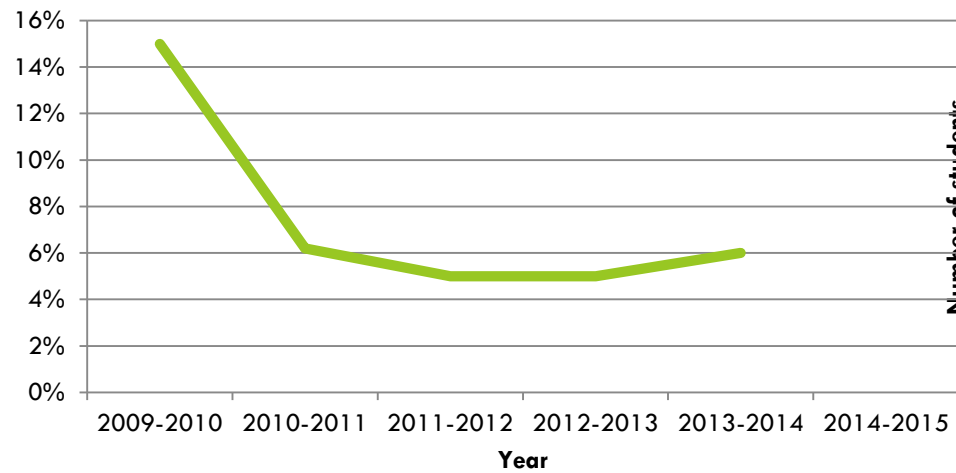
- Explicit academic language support:
 - Oral Language Practice
 - Interactive Reading
 - Academic writing support

- Gradual Release of Responsibility (GRR) model

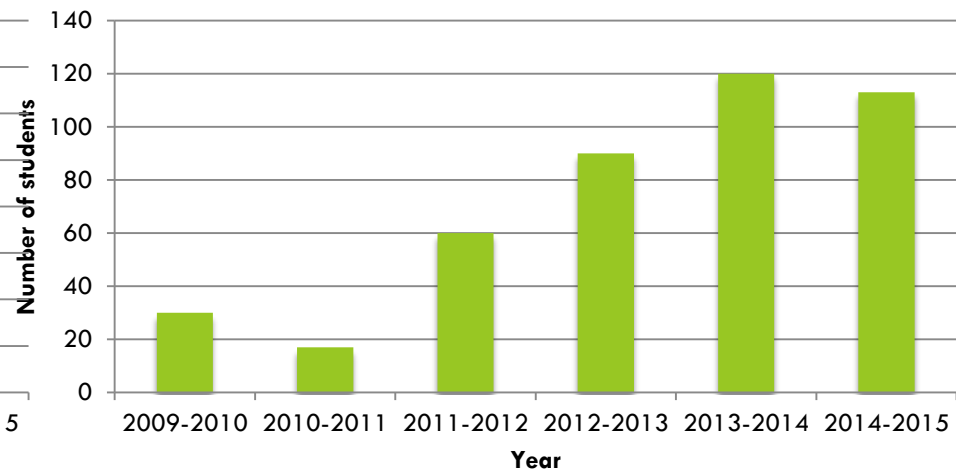
Evolution of Biology at LHS



Failure Rate: Freshman Science



AP Biology enrollment



Integrated Honors



Backwards Design:

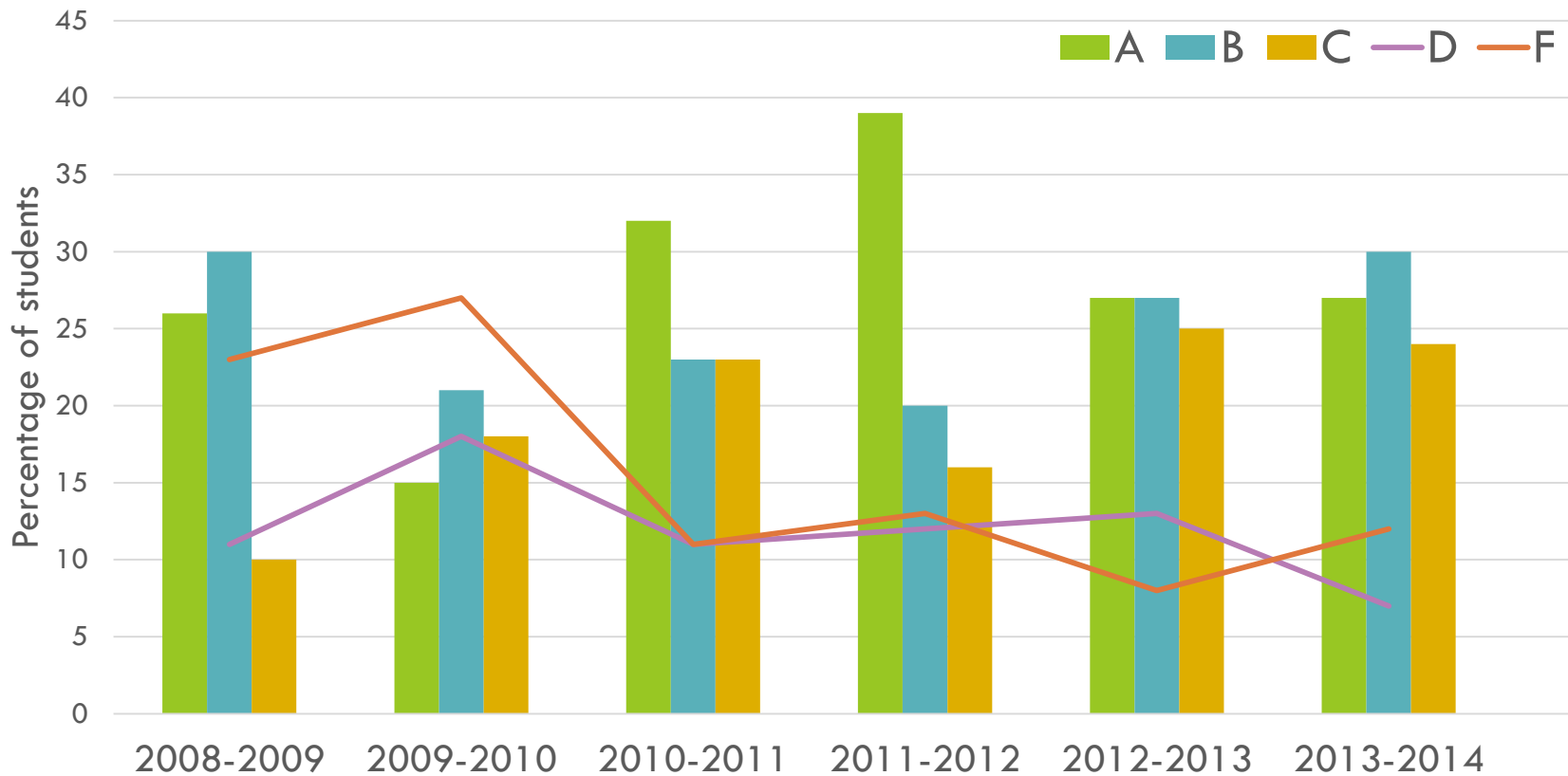
- Standards
- Skills and Content:
 - What should my students know and/or be able to do at the end of the unit?
- Summative Assessment:
 - How will I assess student learning (product)?
- Proficiency – Tiers A, B, or C:
 - What will students have to demonstrate to earn proficiency? Advanced proficiency?

Example



Tier A (Honors)	Tier B	Tier C
<p>Write a formal, academic essay comparing (and contrasting) two personality traits between two characters in an Honors novel (<i>Animal Farm</i> or <i>Grapes of Wrath</i>) and <i>Of Mice and Men</i> and analyze how that helps communicate theme.</p>	<p>Write a formal, academic essay comparing (and contrasting) two personality traits between two characters in <i>Of Mice and Men</i> and analyze how that helps communicate theme.</p>	<p>Write a formal, expository or literary essay about two personality traits of a character in <i>Of Mice and Men</i> and analyze how that helps communicate theme.</p>

Grade Distribution – ELA 9



Dear Ms. Wilson, It's almost the end of the year I just wanted to tell you thank you. I've never liked language arts (English). At the beginning of the year I thought I'm probably going to fail this year. This year I've had an amazing time, I passed last semester with B honors never in my mind. Would I have thought of that. Ms. Wilson you had hope in me and I think that's what really kept me going and not giving up. I've met my best friend in your class. I've learned how to write formal, and finally I've met a great teacher that helps in any way possible. Ms. Wilson I'm glad you chose being a teacher instead of a lawyer. I hope you keep doing a great job because you're doing an amazing job at being a teacher
From: Yesi



Reflection

- Opportunity Gap: How can your site improve college and career readiness for English learners?
- Achievement Gap: How can your site improve academic rigor for English learners?
- What are your next steps?

Feedback



- What did you like, learn, or find useful from this session?
- What are your lingering questions or concerns?
- What can we do to improve this session?



Thank you!

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