Project SPELL: Year Three Milestones

COSA State English Learners Alliance Conference
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Ice-breaker: Pair work

From the sessions you attended, share one or two ideas that you will put into practice.

Session Outline

1. Project SPELL glimpses
2. **Year three: From action research to inquiry projects and support provided**

   - Spring ESOL/STEM Conference

3. Lessons learned from inquiry projects
4. Inquiry projects trajectory after conference
5. Looking forward to the 2014-2015 inquiry projects

1. Project SPELL (Sustainable Practices for English Language Learners) glimpses

- National Professional Development Program
- US Department of Education/Office of English Language Acquisition
- Partnership between a university (WOU) and two school districts (Salem-Keizer and Woodburn)

Think, pair, share: Answer the following question: What do you think are the characteristics of effective professional development sessions?

1. a) Effective Professional Development

- Job embedded and aligned with classroom work
- Hands-on and active
- Collaborative and reflective
- Focused on student performance
- Partnership between school and university

(Hansen-Thomas et al., 2012)

1. b) Main Project Components

- Year 1: ESOL coursework
- Year 2: Coaching and focus on STEM areas
  - Placement of WOU teacher candidates in participants' classrooms
- Year 3: Action research → Inquiry projects
  - Annual ESOL/STEM Spring Conference
- Years 4 and 5: Leadership opportunities on site and beyond

Year 3: Salem/Keizer School District

2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Coursework **Cohort 1: 20 teachers**	Coursework STEM Conference **Cohort 2: 20 teachers**	Coursework STEM Conference **Cohort 3: 20 teachers**	Coursework STEM Conference **Cohort 4: 20 teachers**	Coursework STEM Conference **Cohort 4: 20 teachers**
	Coaching; Mentoring teacher candidates, 1st STEM Conference	Coaching; Mentoring teacher candidates; 2nd STEM Conference	Coaching; Mentoring 3rd STEM Conference	Coaching; Mentoring 4th STEM Conference
		Inquiry Project; Mentoring teacher candidates **STEM Conference**	**Inquiry Project; Mentoring teacher candidates STEM Conference**	**Inquiry Project; Mentoring teacher candidates STEM Conference**
			Inquiry Project; Mentoring teacher candidates STEM Conference	**Inquiry Project; Mentoring teacher candidates STEM Conference**

2. Year three: From action research to inquiry projects and support provided

- Session focusing on action research
- Setting up a Moodle community
- Sharing expertise (WOU faculty, Salem/Keizer liaison, and teachers)

Western Oregon UNIVERSITY

Project SPELL

2. a) Action research at a glance

November 14, 2013

Maria Dantas-Whitney and Carmen Cáceda

Action Research (AR)

Action Research (AR)

- It is a systematic process conducted by teachers, administrators, counselors, etc.
- **Research done by teachers and for teachers.**
- Gathering systematic information about one's own practice (e.g., instructional methods).
- Action research promotes reflective practice.

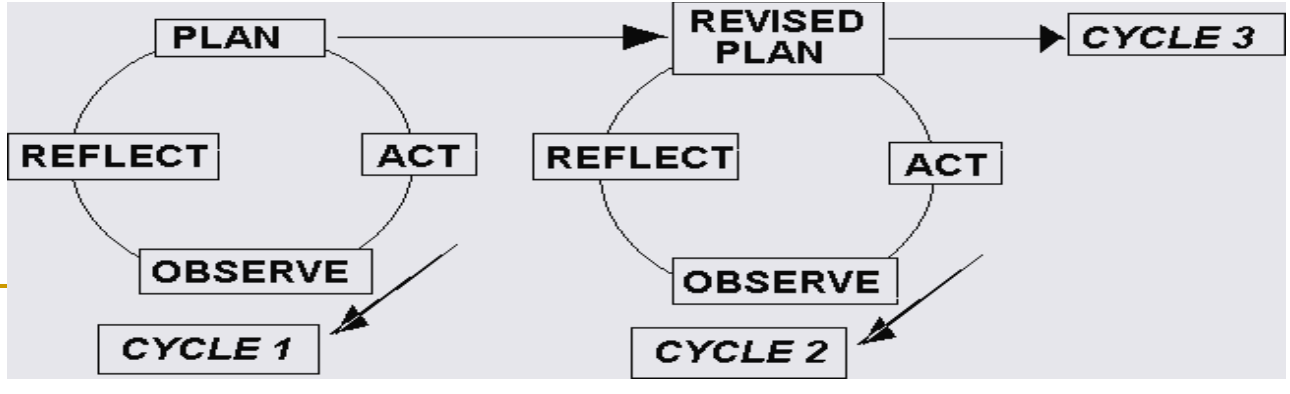
-Mertler (2009)

Action Research (AR): some key points to consider

1. AR is a cyclical, simultaneous, and a **"messy" process**, i.e., observe … do … reflect… observe … adjust … do it again.
2. **Identify a topic** (e.g., a language skill or specific student need).
3. **Narrow it down** and **articulate a research question.**
4. Consult theoretical literature throughout project
5. Design Research: data collection and analysis

Characteristics of AR

- ***Critical*** collaborative enquiry by
- ***Reflective*** practitioners who are
- ***Accountable*** in making the results of their enquiry public,
- ***Self-evaluative*** in their practice, and engaged in
- ***Participative*** problem-solving and continuing professional development



Context: Setting and Participants

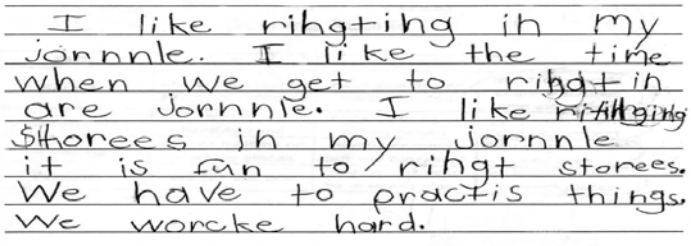
- Where is my school located?
- What are the resources available?
- Who are my students?
- What are their needs as ELs?
- What are their proficiency levels?
- Etc.

Research Questions

Examples:

1. To what extent do sentence frames facilitate my students' writing process?
2. What learning strategies (e.g., pictures, realia, mind maps) help my students do fractions?
3. How can a new use of technology impact my students' learning of language and/or content?

Data Collection: How?



- ✧ **Observations** (e.g., field notes or checklists)
- ✧ Teacher reflections (e.g., teacher-researcher journal)
- ✧ **Students' artifacts** (e.g., writing samples, test scores, projects, journals)
- ✧ Audio/video recordings of student interactions
- ✧ Interviews (e.g., with students, parents, colleagues)

Data Analysis

- Themes
- Frequencies
- Pre- and post comparisons (e.g., test scores or observations)

Conclusions, Reflections, and Lessons Learned

- Descriptive findings
- Elicited meaning
- Improvement in classroom practice
- Increased student achievement
- Cyclical process toward continuous improvement

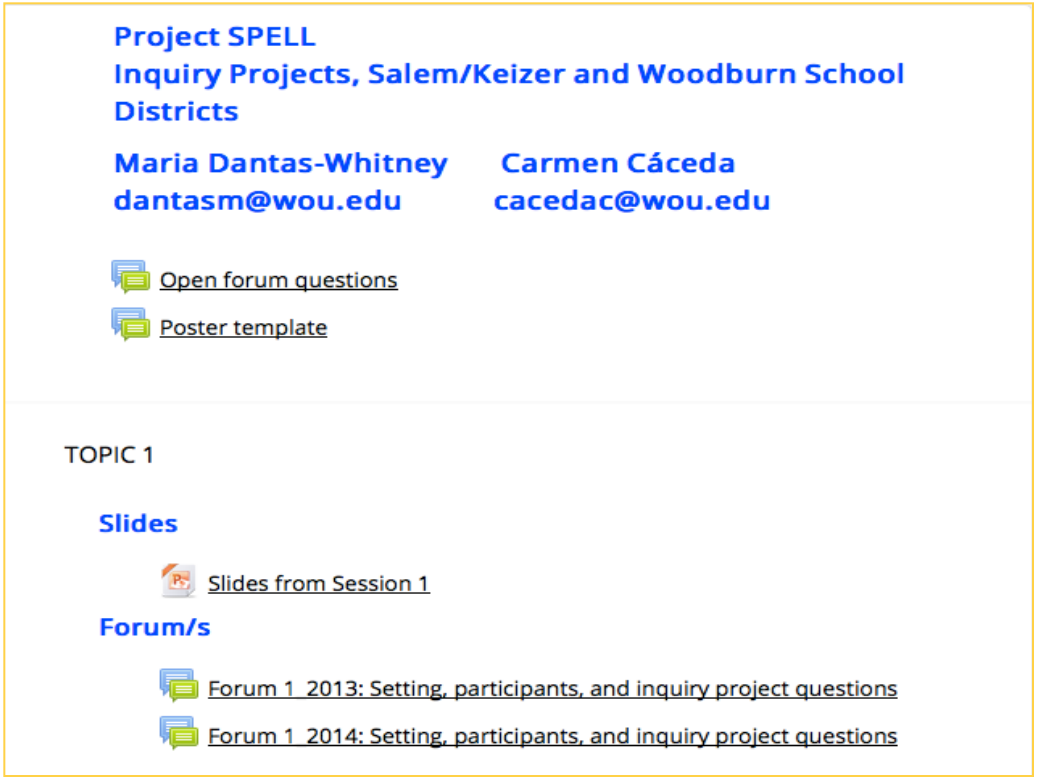
Title of Action Research:

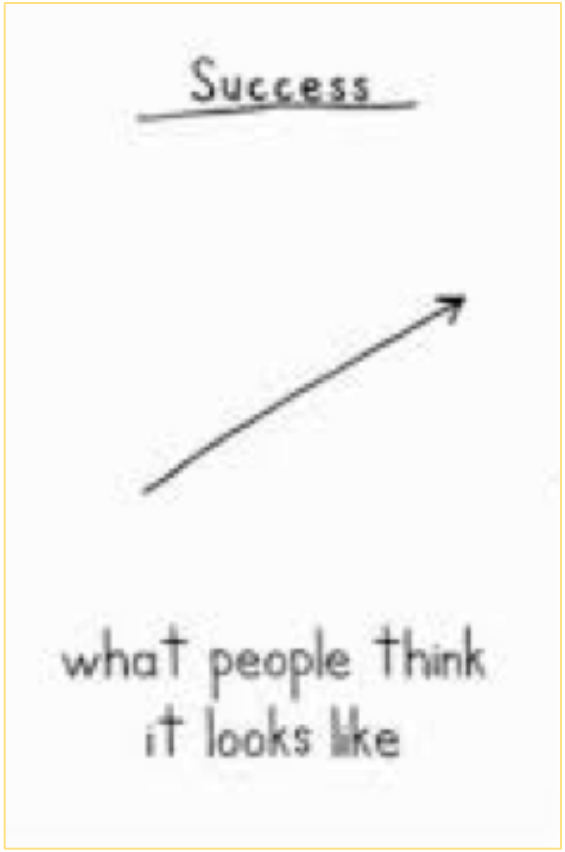
Tentative Timeline for Action Research

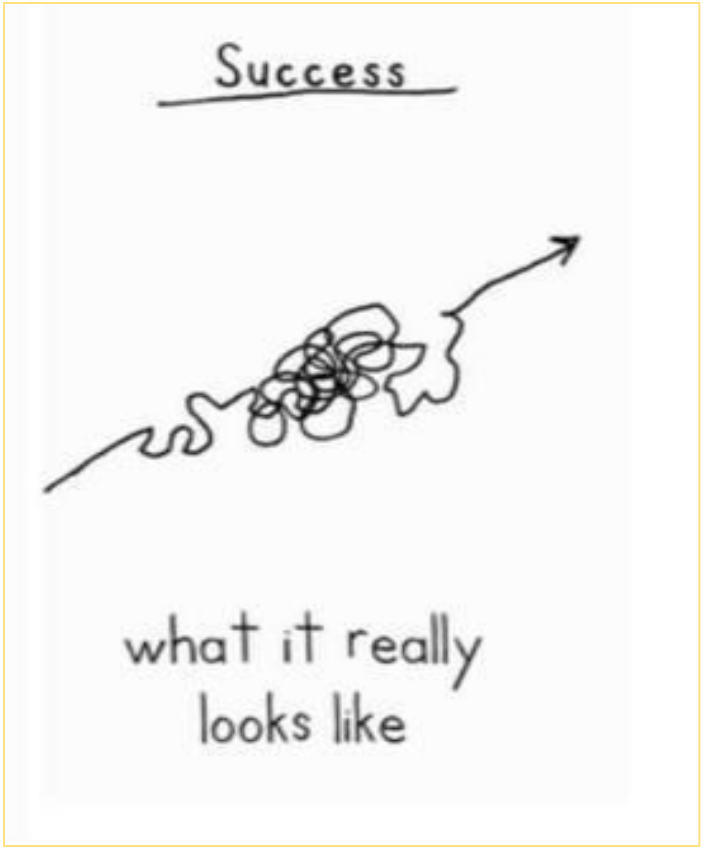
	December				January				February				March			
	6		20	31				31				28		14	21	
Consultation of the literature	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Setting	X															
Participants	X															
Research question/s	X															
Planning: Study design			X													
Data collection				**X**	X	X	X	X								
Data analysis / Results									X	X	X	X				
Conclusions, reflections, and lessons learned													X	X		
Poster															X	
Sharing: SPELL Conference																

The Research Process - our vision

2. b) Moodle Community




Success
what people think
it looks like


Success
what it really
looks like

2. c) Inquiry Project: in a nutshell

- Focus on STEM content areas
- Teachers
  - Identify student proficiency level & baseline
  - Establish goals for improvement
  - Implement interventions
  - Evaluate results
- Cyclical process
- Data-driven decision-making
- Teacher reflection to improve practice

2. d) Spring ESOL/STEM Conference

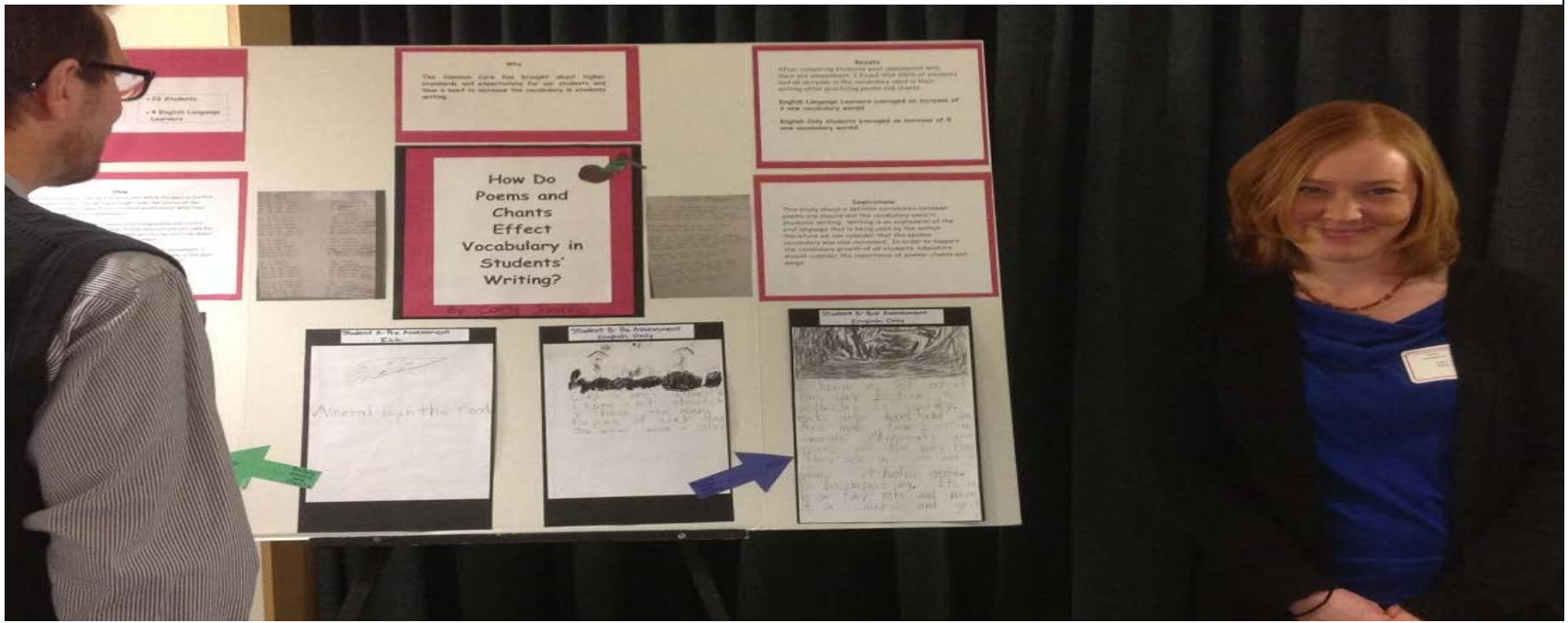
- Culminating activity on WOU campus
- Participants - Salem-Keizer & Woodburn
- STEM workshops
- ESOL topics
- **Inquiry project** presentations (9 posters)

Year three –Research Questions to Improve Practice for ELs

What instructional strategies should I employ to teach my ELLs the art of a written retell?

Chants, Songs and Raps

How do poems and chants effect use of science vocabulary in writing?



3. Lessons learned from inquiry projects

- Teachers must comply with many mandates.
- Teachers conduct research daily in the classroom but are “unaware” of it.
- Teachers have limited time to conduct “formal” research.
- Teachers benefit from support and encouragement

“Template” for Inquiry Projects

SPELL: Inquiry Project

Title:

Inquiry question: If I ____, will my students _____ (be able to read/demonstrate) _____?

Introduction

- Tell about your focus (topic) and why you chose it.
  (What was the concern or challenge you wanted to address?)
- What was your goal in order to address your concern?

Description

- School name
- School grade and type of school (Title I or non-Title I)
- % of EL population
- Number of ELs in your classroom and proficiency levels represented

Research background

Research tells us that “ _____.”
Researchers in the field include August (2007), Krashen (2014), Goldenberg (2014), Hakuta (2014) and others.

4. Inquiry projects trajectory: ORTESOL Nov. 2014

ORTESOL News Fall 2014

In this issue:

ORTESOL News

ORTESOL Quarterly Newsletter * Volume 37, No. 4 * Winter 2014

Portland State University * PO Box 751 * Portland, OR 97207

Dear ORTESOL members,

As 2014 is on its way out, many in the US are questioning why justice for all remains elusive fifty years after the Civil Rights Act of 1964. For this K-12-focused issue, it seems timely to acknowledge a civil rights anniversary in our field of ESOL.

Forty years ago in 1974, the landmark Supreme Court case, Lau v. Nichols, determined that linguistic minority students have a civil right, based on the Title VI of the Civil Rights Act of 1964, to the language instruction they require for meaningful access to education.

This is not an unfunded mandate; state and federal funds are allocated to districts to provide for effective ESL programs. In Oregon, English learners currently bring an additional .5 per student in state funding to their districts. Federal Title III funds are also designated for English-language-acquisition programs, and the Office of Civil Rights requires that language programs have adequate resources.

The 1974 Lau v. Nichols ruling established the legal foundation for ESL and Bilingual programd a new phase in ESOL education. When

SPELL Grant:
Salem Area Elementary Teachers Present Inquiry Projects

See page 6 (Happening ESOLer) for more information about the SPELL grant

Second Grade Retell: How can the use of visuals, such as graphic organizers, sentence frames, and pictures, support my 2nd grade ELLs in meeting the standard to create a written retell of a story? **By Kelsey Dake, 2nd grade, Chavez Elementary.**

By the end of 2nd grade, students are required to write a retell of a story in sequence that includes characters, setting, problem, and solution, in order to pass a level 28 DRA (Developmental Reading Assessment). At the beginning of the year, only 25% of my ELL students were reading on grade level. In order to support my ELL students in writign a retell, I implemented the use of many visual supports. I monitored student progress using both formative and summative assessments, including a pre-test and a post-test, using the Analysis of Student Work/Student Performance sheet. By April, a third of my ELs were able to meet or exceed the

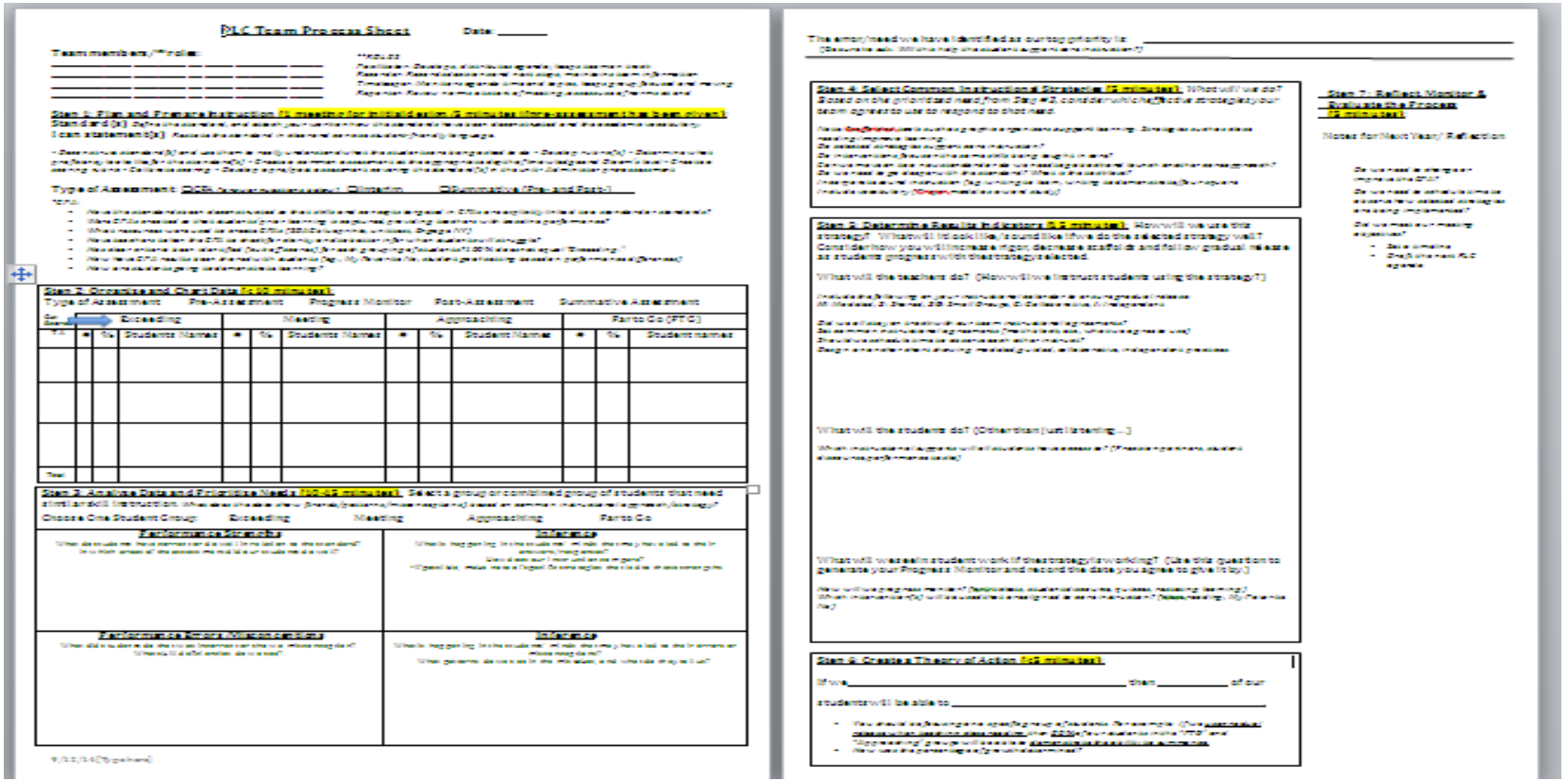
5. Looking Forward: Inquiry Projects/Themes/Questions

How can the use of digital IMovie as an instructional medium boost student reading and writing skills?
- Cherice, 2nd grade, Myers

Does a sentence structure anchor chart with explicit instruction facilitate student analysis of their own writing using the ELPA rubric?
- Sue, 4th grade, Miller

Will scaffolding tragic theatre (putting it in plain English) via Close Reading during Reader's Theatre help AP EL learners identify Aristotle's elements of Greek Tragedy?
- Stuart, AP English, North Salem HS

The Inquiry Project aligns to the Salem-Keizer Data Teams Protocol



PLC Team Process Sheet

Date: _____

Team members/**roles:

Step 1: Plan and Prepare Instruction (1 meeting for initial session (2 minutes) Plus assessment in the classroom)

Step 2: Choosing and Giving Data (10-15 minutes)

Type of Assessment: Pre-Assessment | Progress Monitor | Post-Assessment | Summative Assessment

Exceeding			Meeting			Approaching			Farts Go (FTG)		
#	%	Students Names	#	%	Students Names	#	%	Student Names	#	%	Student names
Total											

Step 3: Analyze Data and Prioritize Needs (10-15 minutes) Select a group or combined group of students that need additional skill instruction. What does the data show (trends/patterns/misconceptions) about our common instructional strategy/strategies?

Choose One Student Group: Exceeding | Meeting | Approaching | Farts Go

Performance Strengths	Inferences
Performance Errors (Misconceptions)	Inferences

Step 4: Select Common Instructional Strategies (5 minutes) What will we do? Based on the prioritized need from Step #3 consider which effective strategy(s) our team agrees to use to respond to that need.

Step 5: Determine Results Indicators (5 minutes) How will we use this strategy? What will it look like, sound like if we do the selected strategy well? Consider how you will increase rigor, decrease scaffold and follow gradual release as students progress with the strategy selected.

What will the teachers do? (How will we instruct students using the strategy?)

What will the students do? (Other than just listening...)

What will we see in student work if the strategy is working? (Use this question to generate your Progress Monitor and record the date you agree to give it by.)

Step 6: Create a Theory of Action (10 minutes)

If we _____ then _____ of our students will be able to _____

Step 7: Reflect, Monitor & Evaluate the Process (5 minutes)

Notes for Next Team/ Reflection

PLC Team Process Sheet

Date: _____

Team members/roles:**

***ROLES*

Teachers base projects on data indicating that a standard is not being met.

Step 1: Plan and Prepare Instruction (1 meeting for initial design/5 minutes if pre-assessment has been given):

Standard(s): *Define the standard, and attach your work on how the standards have been deconstructed and the academic vocabulary.*

I can statement(s): *Restate the standard in clear and concise student-friendly language.*

• Deconstruct standard(s) and use them to really understand what the students are being asked to do • Develop rubric(s) • Determine what proficiency looks like for the standard(s) • Create a common assessment at the appropriate depth of knowledge and Bloom's level • Create a scoring rubric • Calibrate scoring • Develop a pre/post assessment covering the standard(s) in the unit • Administer pre-assessment

Type of Assessment: ❑CFA *(answer questions below)* ❑Interim ❑Summative (Pre- and Post-)

**CFA:*

- *Have the standards been deconstructed so that skills and concepts targeted in CFAs are explicitly linked to a standard or standards?*
- *Were CFAs created so that students' prior learning is captured, providing teachers with baseline performance?*
- *What resources were used to create CFAs (SBAC blueprints, unit test, Engage NY)*
- *Have teachers taken the CFA to check for clarity and to better infer when students will struggle?*
- *Has clear criteria been identified (cut-off scores) for each grouping of students? 100% does not equal "Exceeding."*
- *How have CFA results been shared with students (e.g., My Favorite No, student goal-setting based on performance differences)*
- *How are students going to demonstrate learning?*

Step 2: Organize and Chart Data (<10 minutes):

Type of Assessment: Pre-Assessment Progress Monitor Post-Assessment Summative Assessment

Cut Scores	Exceeding			Meeting			Approaching			Far to Go (FTG)		
T.I.	#	%	Students Names	#	%	Students Names	#	%	Student Names	#	%	Student names

Data is organized and analyzed for strengths and misconceptions.

Step 4: Select Common Instructional Strategies (5 minutes): *What will we do? Based on the prioritized need from Step #3, consider which effective strategies your*

s close

approach?

are

Include vocabulary (Frayer model as a word study)

Scaffolded tools (i.e., graphic organizers to support learning) and **instructional strategies** (i.e., close reading to Improve learning) are selected based on targeted skill.

Step 5: Determine Results Indicators (15 minutes): How will we use this strategy? What will it look like/sound like if we do the selected strategy well? Consider how you will increase rigor, decrease scaffolds and follow gradual release as students progress with the strategy selected.

tegy?)

Exemplars are created:(What will successful student work look like?)

Instruction is designed:

What will the teacher do? What will students do?

How will student work be assessed?

What will the students do? (Other than just listening...)

Step 6: Create a Theory of Action (<5 minutes):

If we _____then _____% of our students will be able to_____. _____
_____

SPELL teachers focus on their ELs, especially those who are below grade level.

Ex: If I provide instruction on job-related skills via GRR with a rubric for self-reflection, then my students will move up at least one level in 2 of 5 soft skills categories.

Michele, LA, at Leslie MS

References

Mertler, C.A. (2009). *Action research: Teachers as researchers in the classroom*. Thousand Oaks, CA: Sage.

Riding, P., Fowell, S. & Levy, P. (1995). An action research approach to curriculum development. *Information Research, (1)1*. *Retrieved on 2/23/* http://informationr.net/ir/1-1/paper2.html