

Becoming Teacher Researchers through Family, Community, and School Engagement

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4-27-2015

NPD Annual Director's Meeting



ELMSA is a National Professional Development program supported by the Department of Education's Office of English Language Acquisition, grant number T195N070301. Any opinions, findings, and conclusions or recommendations expressed in this presentation are those of the author(s) and do not necessarily reflect the views of the Department of Education.

Project Overview

Our program engages in-service teachers in participatory action research in urban and suburban schools with a predominant number of ELs in their classroom.

1. Identifying a problem through *Funds of Knowledge Inquiry*
2. Alignment with Common Core Standards
3. Designing activities using robust principles of language and learning
4. Integrating language with STEM content
5. Analysis of self, students, and site

Planning Phase

FoK Inventory Table

Activity Triangle

Lesson Plans

Surveys

Additional Materials

Executing Phase

Field notes (Teacher
and Researcher)

Protocols

Student Work

Video of Classroom
Observations

Analyzing Phase

Coding Sheets

Transcripts

Individual Report

Group Report

Final Thesis Report

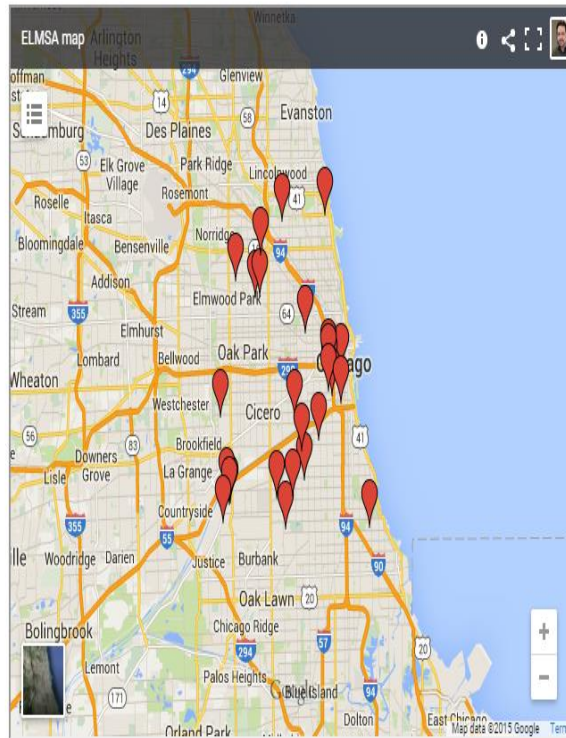
Ongoing

Weekly Meetings

Focus Group
Interviews

Successes to Date

1. A sustained learning community of teacher researchers and curriculum designers for ELs
2. A robust university-district partnership (78 teachers, 48 since 2011) in 26 schools
3. 10 Doctoral Students & 6 Undergraduate Researchers
4. 26 Principals
5. Math, Science, Bilingual/ESL Education Faculty
6. Website (elmsa.org)
7. Social Media
8. Publications (1) & Presentations (29)
Dissertations (5)
Quarterly Newsletter



Schools We've Worked With

- Louis Pasteur Elementary School
- Frederic Chopin Elementary School
- Joseph Jungman Elementary School
- Alessandro Volta Elementary School
- William C Goudy Elementary School
- William P Gray Elementary School
- John Charles Haines Elementary School
- Enrico Tonti Elementary School
- John A. Walsh Elementary School
- Belmont-Cragin Elementary School
- Otis P Graves Elementary School
- Heritage Middle School
- W.W. Walker Elementary School
- Walsh Elementary School
- Edward N. Hurley Fine and Performing Arts Magnet Cluster
- Florence Nightingale School
- Namaste Charter School
- Village Leadership Academy
- Francisco I Madero Middle School
- Thomas Kelly High School
- Galileo Math & Science Scholastic Academy ES
- South Shore Fine Arts Academy
- Little Village Academy
- Josephine Locke Elementary School
- Dr. Jorge Prieto Math and Science Academy



Other Views

Teacher home visits transform learning

Posted: 12/18/2014, 09:42am | Sun-Times Staff

By LILLIAN DEGAND

For the last 18 years I have visited the homes of my Chicago public school students. Why? Classroom teachers, parents and most of all, the students benefit from this important component of teaching. During the home visit, I have an individual experience with each of my students. I offer opportunities to learn and suggest support for students.

As I travel among houses, apartments and units above garages in different neighborhoods and different parts of the city, I try to understand the social dynamics of each household. In Chinatown, in Pilsen, in Lakeview, and in the North Park neighborhood, I've seen what time parents get home from work and see first hand who oversees schoolwork. Also, I observe directly the extent that students and parents understand the class curriculum. Very often, the families' request modifications and or/ provide insights into the students' academic and social status. Amazing and interesting stories are often shared. Whether the story is about a relative or the student, it is a connection that ties the student, the family and me, the teacher, together.

@Suntimes 7 mins

Anita Alvarez needs to admit her mistake in charging Dante Servin, says @MaryMitchellCST.
<http://t.co/cfMMNzP8yL>
<http://t.co/RGb37y5GSP>



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Dear Ms. Degand,
Thank you for your
support for Amanda. Your
visits to the hospital made
Amanda feel that she
was part of the class.



Challenges

1. Resistance to new models of teaching (e.g. FoK)
2. Mandated Curriculum v. Curriculum Designers
“Just tell me what to do!”
3. Teacher beliefs about language and learning
4. Discourse Analysis and Reflection
5. Content Integration & STEM Knowledge
6. Burdened by Testing
7. Cohort Model

OELA & Promising Practices

1. Participatory Design Action Research (PDR)
2. From “Training” to “Embodied Partnership”
3. Sharing amongst other NPD Project (listserv)
4. Collaborative writing and dissemination
5. Research AND teaching focus

Join Us



ELMSA

English Learning Through Math,
Science, & Action Research

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Thank You!!



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