THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON DC

NCELA

National Clearinghouse for
English Language Acquisition and
Language Instruction Educational Programs

presents

Effective Professional Development for Teachers of ELLs

April 8, 2010

Aída Walqui, Ph.D., Director of

Teacher Professional Development Program, WestEd

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Welcome

- Welcome to the webinar on "Effective Professional Development for Teachers of ELLs." Today's webinar is hosted by the National Clearinghouse for English Language Acquisition, NCELA, located at the Graduate School of Education and Human Development at The George Washington University, funded through a contract with the U.S. Department of Education's Office of English Language Acquisition.

- NCELA's mission is to provide technical assistance information to state and local educational agencies on issues pertaining to English language learners.

- My name is Kathia Flemens, Ph.D., a Research Associate at NCELA and your Webinar facilitator.

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Today our presenter is:
Aida Walqui, Ph.D. – Director of Teacher Professional Development at
WestEd, comprised of the Quality Teaching for English Learners (QTEL) and
The Strategic Literacy Initiative

Professional Development for Teachers of English Language Learners

Aída Walqui

Director, Teacher Professional Development Program, WestEd
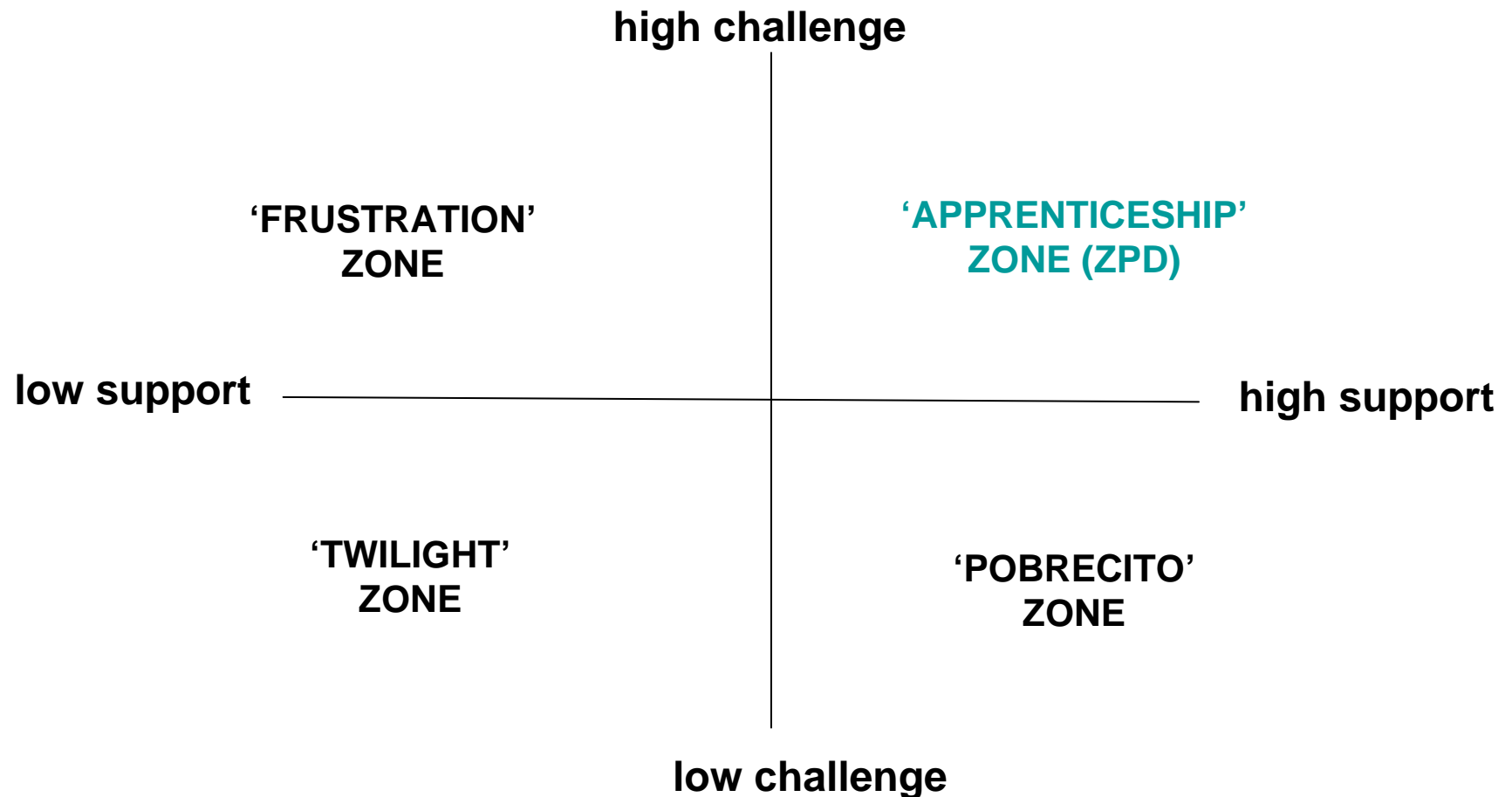awalqui@wested.org
www.wested.org/qtel

NCELA Webinar
April 8, 2010

I will explore two themes in this webinar

- A coherent portfolio of professional development opportunities for teachers of English Language Learners and all other students

- Examples from the Quality Teaching for English Learners program

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Four spaces in which education for ELLs takes place

(Walqui, 2007, adapted from Mariani, 1997 and Hammond & Gibbons, 2007)

high challenge

'FRUSTRATION' ZONE

'APPRENTICESHIP' ZONE (ZPD)

low support

high support

'TWILIGHT' ZONE

'POBRECITO' ZONE

low challenge

The consequences of teaching in the wrong zones: CELDT 2007 annual assessment results Change in performance levels 06-07

CDE, 2008

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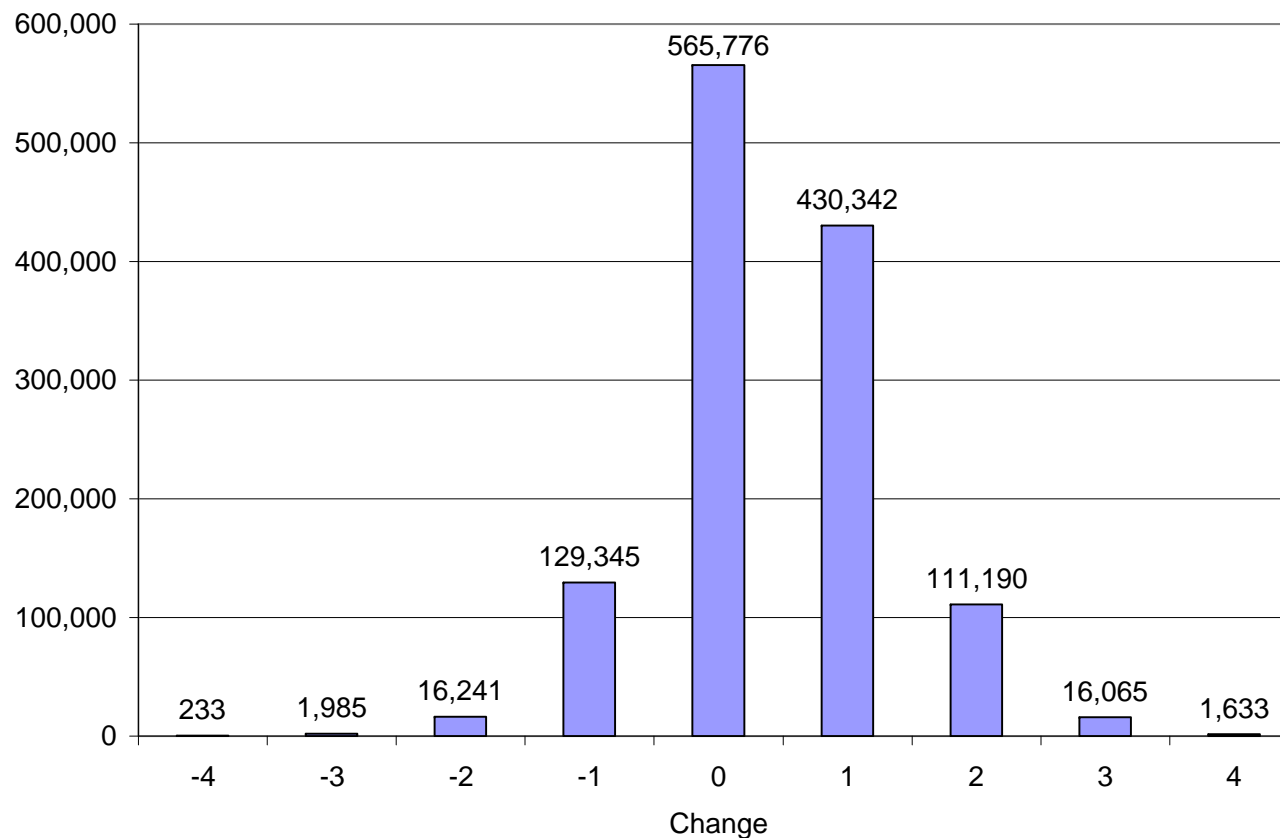
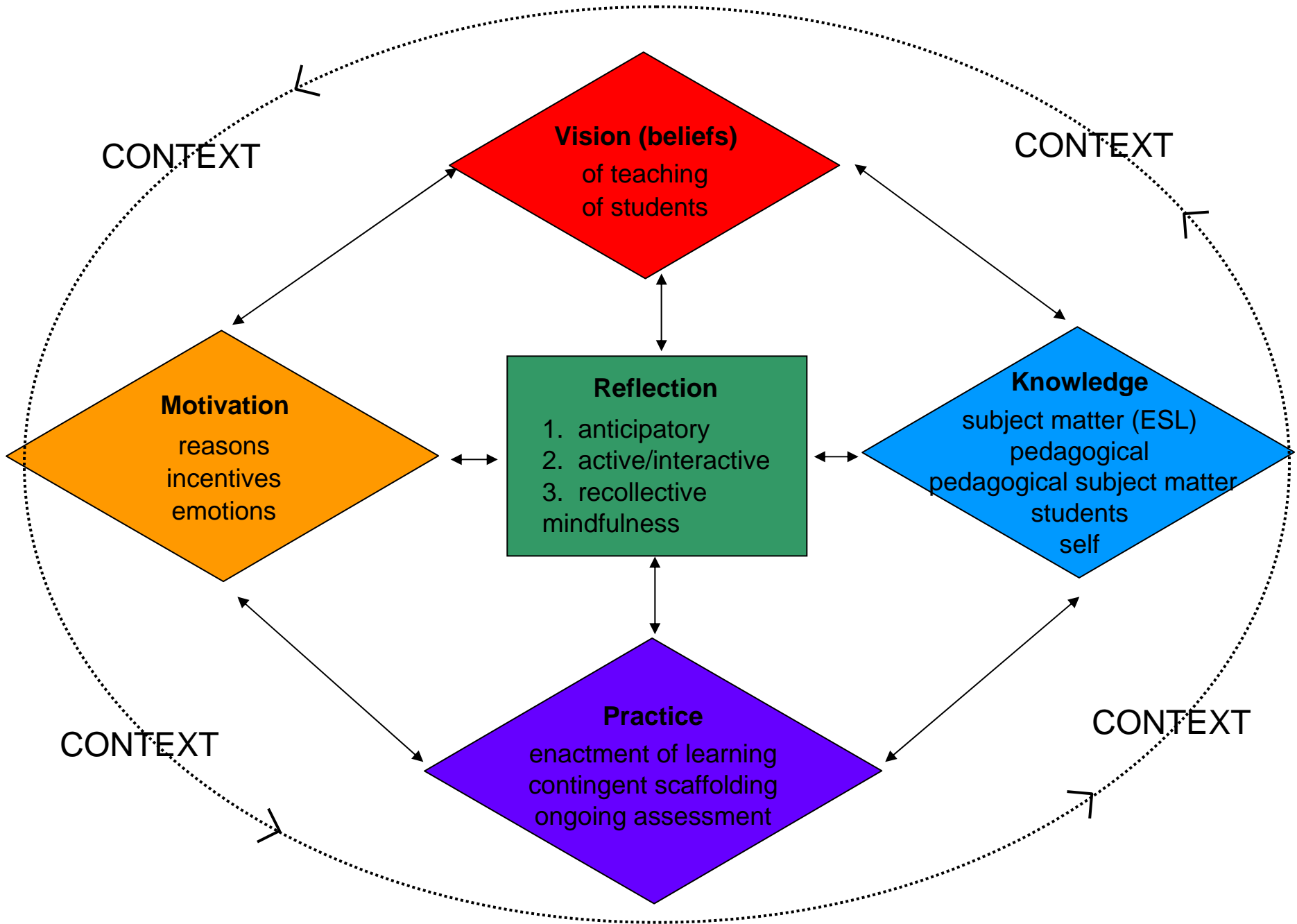# To change the situation we need optimal professional development which is:

- part of a continuum in the development of teacher expertise
- theoretical
- long-term, sustained, and coherent
- directed to all educators at a school site
- discipline-specific
- centered on concrete tasks of teaching, assessment, observation, and reflection on teacher and student learning
- geared to make teachers increasingly competent at planning and enacting lessons focused on key subject matter content that provide "high challenge, high support" learning opportunities for all students, especially those who need to develop the academic uses of English

The Quality Teaching for English Learners Program

- Is built around a theory of teacher expertise and the domains that need to be attended to in teacher professional growth

- A model of whole-school professional development that encompasses all adults in a school and that builds the capacity of the school over three years

- A theory of action for professional development and its impact over time

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In the rest of the presentation I will:

- Outline these three ideas

- Offer broad examples of the content of professional development for all teachers with a focus on English Language Learners

- Provide a small example of the kind of language knowledge teachers need to have to help their students acquire the academic uses of English

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Domains of Teacher Expertise

Walqui, 1997, adapted from Shulman, 1995

Vision (beliefs)
of teaching
of students

CONTEXT

CONTEXT

Motivation
reasons
incentives
emotions

Reflection
1. anticipatory
2. active/interactive
3. recollective
mindfulness

Knowledge
subject matter (ESL)
pedagogical
pedagogical subject matter
students
self

CONTEXT

CONTEXT

Practice
enactment of learning
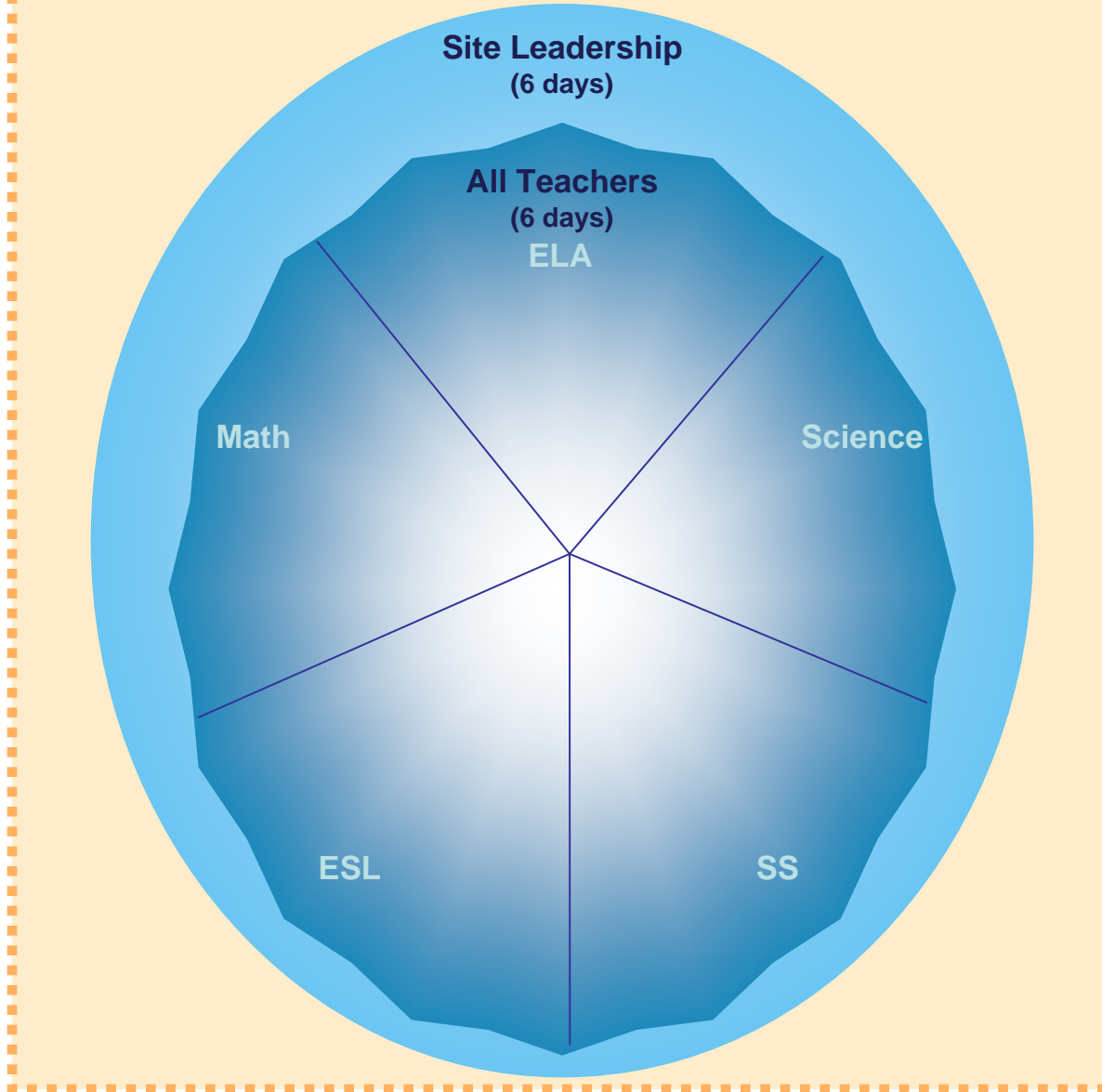contingent scaffolding
ongoing assessment

Whole School Improvement

Site Leadership
(6 days)

Ripples of Impact: The Teacher Professional Development Model: Year 1

Whole School Improvement

Site Leadership
(6 days)

All Teachers
(6 days)

ELA

Math

Science

ESL

SS

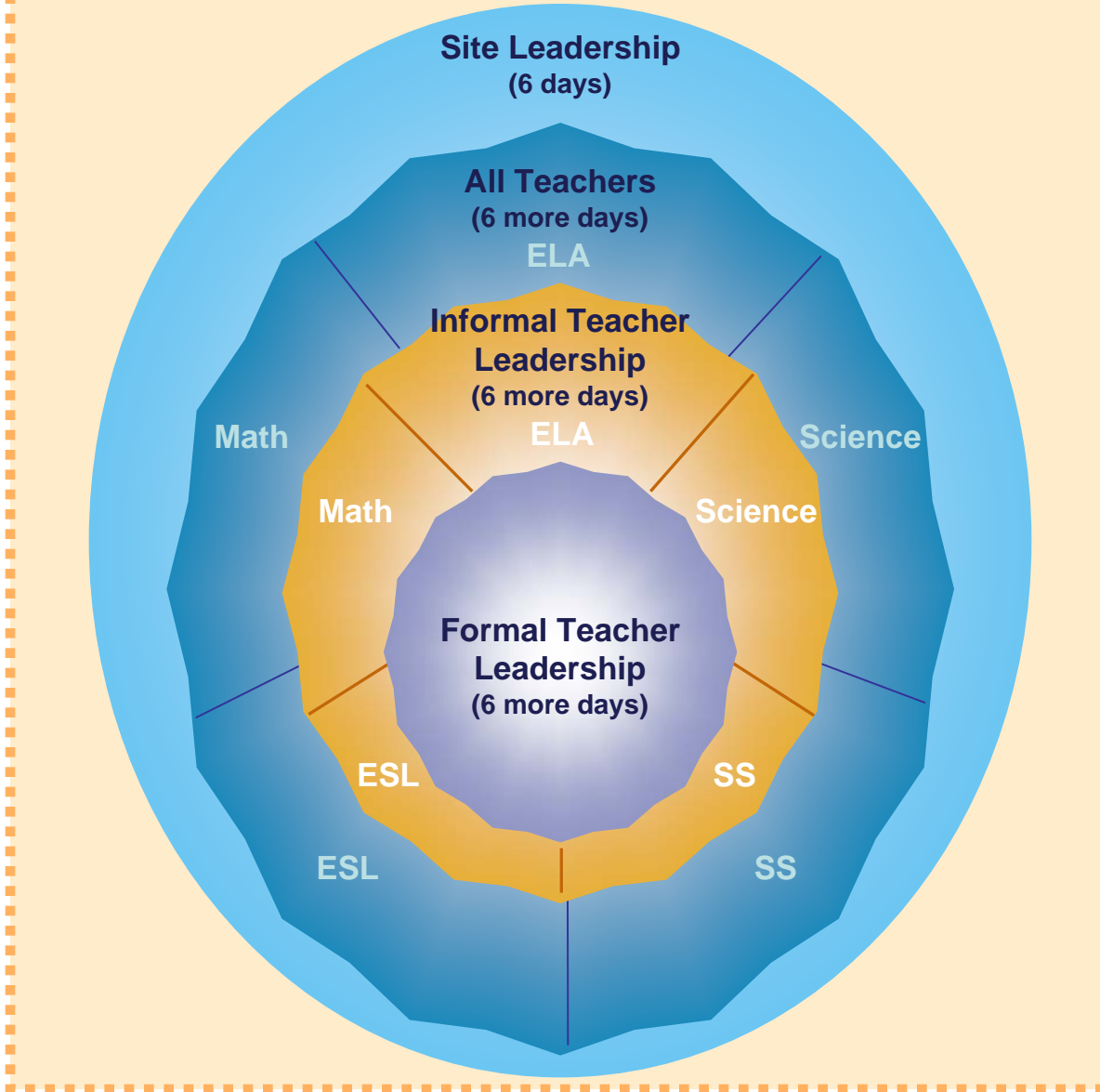**Ripples of Impact: The Teacher Professional Development Model: Year 1**

Whole School Improvement

Site Leadership
(6 days)

All Teachers
(6 more days)

ELA

Informal Teacher Leadership
(6 more days)

Math

ELA

Science

Math

Science

ESL

SS

ESL

SS

Ripples of Impact: The Teacher Professional Development Model: Year 1

Whole School Improvement

Site Leadership
(6 days)

All Teachers
(6 more days)

ELA

Informal Teacher
Leadership
(6 more days)

Math   ELA   Science

Math   Science

Formal Teacher
Leadership
(6 more days)

ESL   SS

ESL   SS
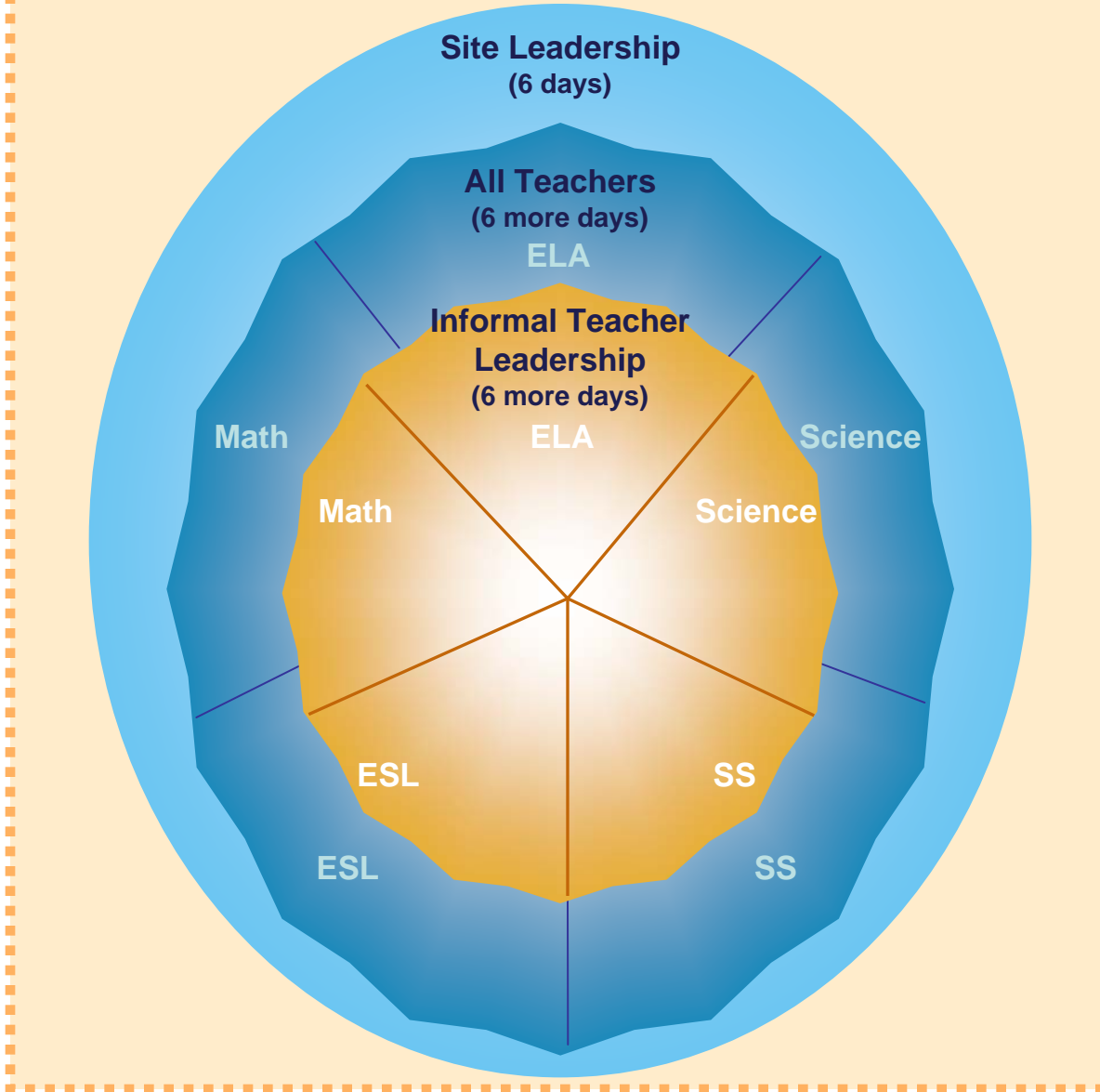
Ripples of Impact: The Teacher Professional Development Model: Year 1

QTEL's Theory of Action
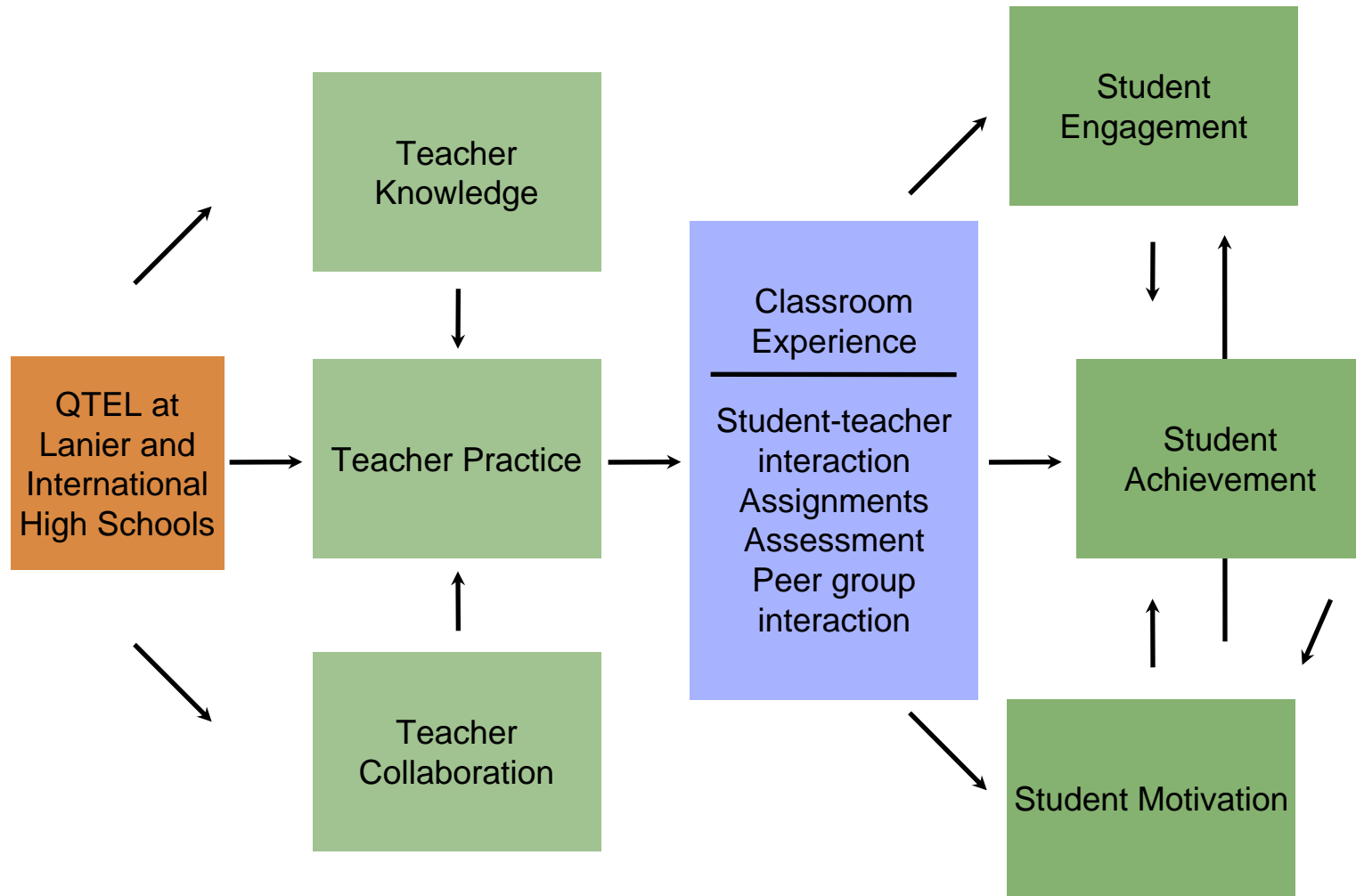
Other characteristics of QTEL's professional development work

- Engages teachers in carefully designed scaffolded activity: workshops, lesson planning sessions, coaching, video clubs, open houses, etc.

- Designs for handover/ takeover of responsibilities

- Helps teachers develop theoretical understandings of the skills and knowledge they need (not just HOW to teach, but also WHY teach that way)

- Create a shared language, vision, and standards for practice

- Sustain school culture, protecting against the "reform de jour"
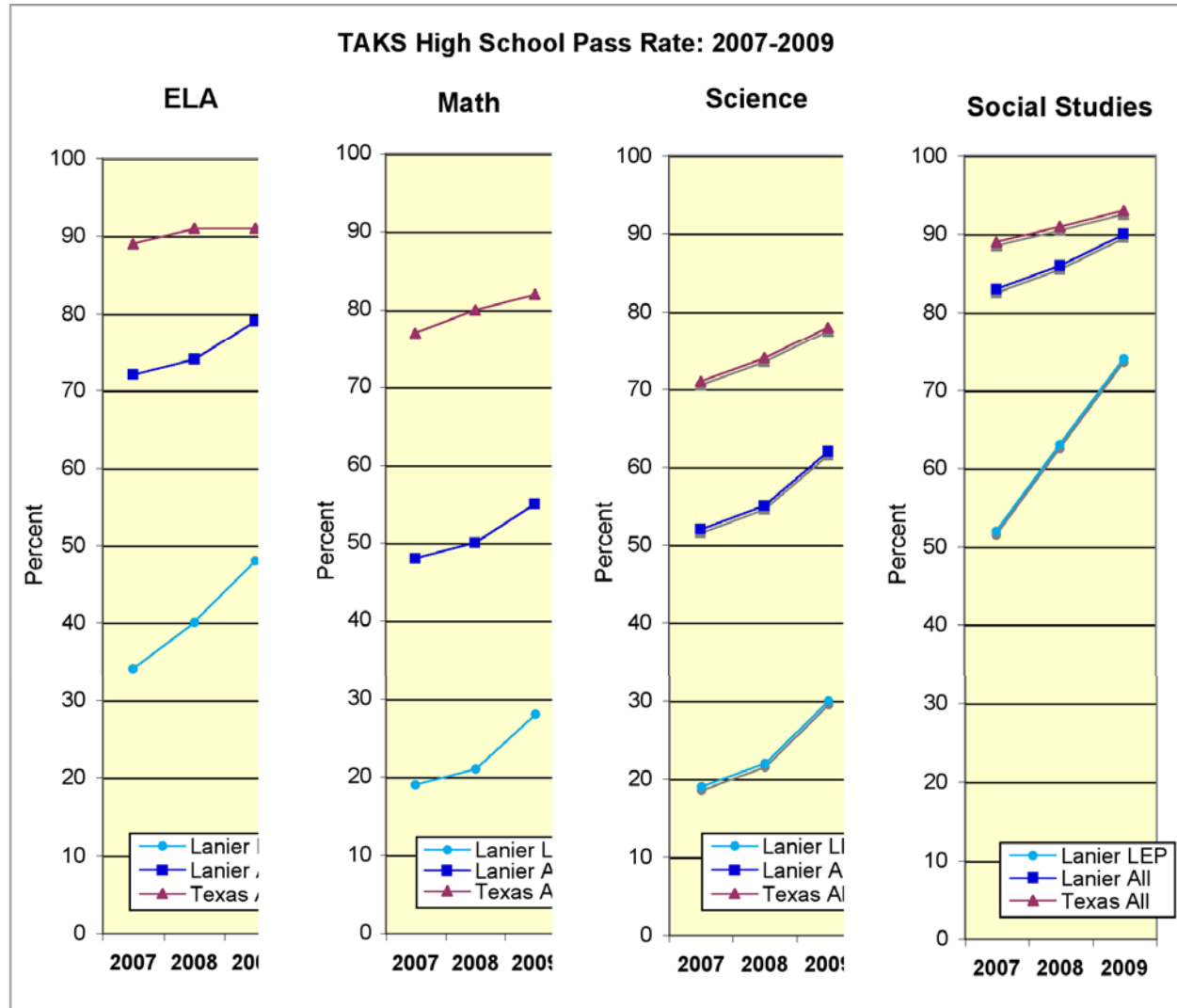
The goal: teachers who

- Construct invitations that deliberately maximize opportunities for students to actively engage in discipline-specific talk.

- Keep a keen focus on the balance among the skills students possess, the demands of a task, and the supports offered

- Help students become aware of and reflect on how authors use language to convey their points of view or interpretive perspectives (Gibbons, 2009; Schleppegrell, 2009; Walqui and van Lier, 2010)

- Respond to students initially focusing on fluency and students appropriate use of the genre involved to then spiral back to issues of accuracy and complexity.

Key components of the professional development

- Scaffolding
- Function of tasks and their interconnection
- Architecture of lessons and units
- Disciplinary lesson planning
- Coaching to improve the translation from knowledge to practice
- Video studies
- Lesson study
- Open houses

Results? Growth over two years: Lanier High School

TAKS High School Pass Rate: 2007-2009

ELA · Math · Science · Social Studies

Legend (Social Studies):
- Lanier LEP
- Lanier All
- Texas All

QUALITY TEACHING® for English Learners

Quality Teaching for English Learners: Principles

These principles have been operationalized. Based on them we have developed a classroom observational instrument used in schools where we work:

- *Sustain **Academic Rigor** in teaching English Learners*

- *Hold **High Expectations** in teaching English Learners*

- *Engage in **Quality Interactions** with English Learners*

- *Sustain a **Language Focus** in teaching English Learners*

- *Develop **Quality Curricula** in teaching English Learners*

Language Focus
Academic Uses of English Development Continuum

This development should be tracked over a unit of work that takes place over several classes.

Most spoken   **Most written**

←————————————————————————————————→

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Academic uses of English

- Involve constellations of features that together construct texts that are difficult for students because of:

    – the *fields* of knowledge they appeal to

    – the *tenor* of the interpersonal relationships they construct

    – the modes in which students encounter them

- These multiple variations result in academic language registers, or the linguistic variation that results according to contexts of use.

CULTURE

GENRE
(Purpose)

Who is involved?
(Tenor)

The Subject-Matter
(Field)

The Channel
(Mode)
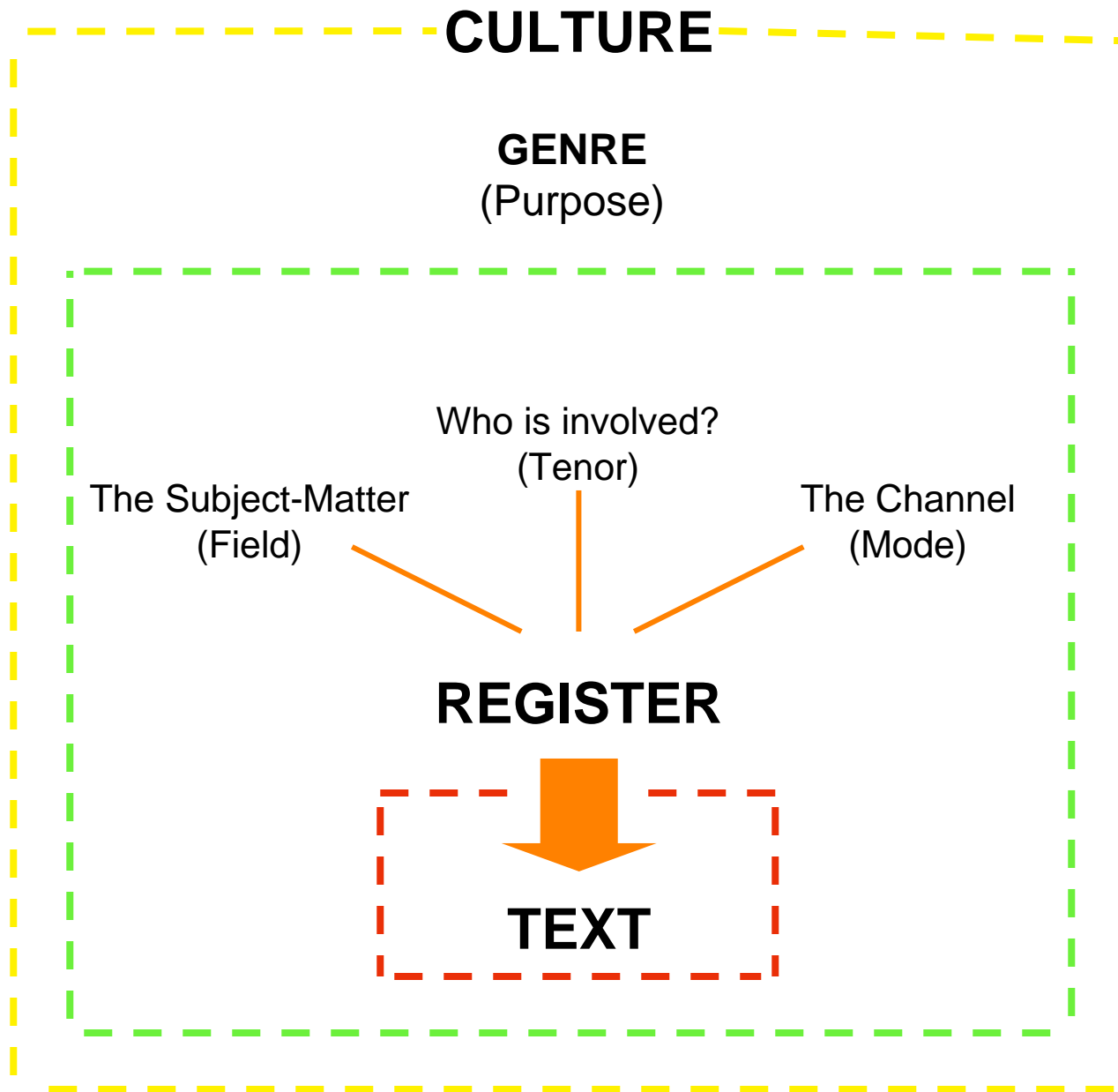
REGISTER

TEXT

Derewianka, 1990

Field, tenor, and mode make the register of academic texts

Text 1

There was no rain for a very long time. The farmers had planted crops like maize and wheat and corn, but because it didn't rain, all the crops died. Because there were no crops there was nothing for the children to eat, and they became very hungry. Because they didn't have enough to eat, many of them died, especially the children and old people.

Text 2

The extended drought caused the crops to fail resulting in a widespread famine and many deaths, especially among the children and elderly.

As students advance in their studies, content and language change: Nominalization

Text 1

There was no rain for a very long time. The farmers had planted crops like maize and wheat and corn, but because it didn't rain, all the crops died. Because there were no crops there was nothing for the children to eat, and they became very hungry. Because they didn't have enough to eat, many of them died, especially the children and old people.

Text 2

The extended drought caused the crops to fail resulting in a widespread famine and many deaths, especially among the children and elderly.

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for English Learners

References

Derewianka, B. (1990). *Exploring how texts work.* Rozelle, NSW: Primary English Teaching Association.

Gibbons, P. (2009) *English learners, academic literacy, and thinking: Learning in the challenge zone*. Portsmouth, NH: Heinemann.

Schleppegrell, M. J. (forthcoming). Language in mathematics teaching and learning from a functional linguistics perspective. J. Moschkovich, (Editor). Language and mathematics education: Multiple perspectives and new directions for research. Charlotte, NC: Information Age Publishing.

Walqui, A. and van Lier, L. (2010). *Scaffolding the academic success of adolescent English Language Learners. A pedagogy of promise.* San Francisco, CA: WestEd.

You may find more information about the Quality Teaching for English Learners program at:

www.wested.org/qtel

Thank you very much for your attention. I will be now happy to respond to your questions.

Questions

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Thank you

Thank you for having participated in today's webinar on "Effective Professional Development for ELLs" presented by Aida Walqui, Ph.D.; hosted by National Clearinghouse for English Language Acquisition, NCELA, located at the Graduate School of Education and Human Development at The George Washington University.

• For more information or if you have additional questions regarding today's webinar topic contact:

Aída Walqui at WestEd, awalqui@wested.org

or

• If you have additional questions regarding the webinar contact:

Kathia Flemens at kflemens@gwu.edu.

This webinar will be archived on NCELA's website. To view archived webinars, please visit http://www.ncela.gwu.edu/webinars/

Thank you