Inquiry into ELD:
Teacher-Empowering,
Student-Centered
Professional Development Arc

March 30, 2017
Anaheim Hilton - Capistrano A

Maggie Sheffer and Christi Carpenter
Life Academy, Oakland, CA
Our Dilemma:

- 1 in 4 students is designated as ELL / Emergent Bilingual

Celebrated Small School

- Graduation and college acceptance rates high
- Award winning school in Oakland
- Culture of activism and involvement, project-based learning

HOWEVER

- ELL performance is not shifting over time
- ELL students continue to score low on SRI, CELDT, SAT
- College preparedness and retention are too low
Overview

1. Intro & Context
2. What is Teacher Inquiry?
3. Inquiry Timeline
4. Inquiry Case Study
5. Try Inquiry Consultancy
6. Our Inquiry Results
7. Takeaways and Next Steps
8. Q + A
School Context

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1. Us  2. Life Academy  3. Home Language  4. Initial Data Points
School Context

- Location: Oakland, California (Fruitvale neighborhood)
- Small school (474 students)
- 83% Latino, 8% African American, 8% Asian and Pacific Islander
- 95% low income
- Grades 6-12
School Context

- **110** students are emergent bilinguals (ELLs), 24% of our student population
- **77%** of students home language is Spanish (other languages spoken in our students' homes include Vietnamese, Cantonese, Arabic, and Mam)
- **60%** have been “reclassified” as English fluent

1. Us  2. Life Academy  3. Home Language  4. Initial Data Points
School Context

- Over 95% of our emergent bilinguals are LTELs.
- ~90% of emergent bilinguals perform multiple years below grade level on the SRI.
- In 2014 (the year before our project began), only 7% of students were “reclassified”.

1. Us  
2. Life Academy  
3. Home Language  
4. Initial Data Points
We decided to try inquiry.
What is Inquiry?
What is the Inquiry Process?
But Actually...
Identify a Problem or Question
Focus on a Routine Teaching Practice
Make a Learning Goal
Choose Focal Students
Gather Data.

Wait, What is “Data”?
Analyze Data
Narrow Your Focus
Figure Out Indicators of Success
Make a Plan to Change Something
Do the Plan
Gather MORE Data
Analyze the Data…
Make a New Plan…
Repeat!
Timeline: 2015-2017

2015-2017

Spring 2015: Apply for LIGHT grant
Summer 2015: Week Long Bootcamp

2016-2017: Year 2
- repeat modules here?
- anything else?
- Small groups
- Changes noticed

2015-2016: Year 1
- (enter modules here)
- Inquiry in Action Forum
- End of Year Share out
- Summer 2016: Science Dept joins!
I hate writing.
I hate English..
Writing sucks.
I don't get writing.
I am not a good writer.
Problem #1

Directions Not Available
A route cannot be determined from this start location.

OK
How often are kids practicing writing?

Problem #21

About this often.
Low Stakes Writing + Higher Frequency + More Feedback = I DON'T GET IT
Rewrite

Wednesday Study Groups

Purpose: To support building your skills as a writer from all directions – reading, writing and word study. And by having you work on assignments that match where you are in your process.

Protocol:
1. Check your group on the list
2. Use the to do list to plan your time.
3. Begin working.

Expectations
Voice: Low or off, Talking on topic, asking clarifying questions to peers

Body: Facing your work, treating computers gently.

Mind: Ready to work, responsible for you

Too of the chickens looked like they might wander away, so Zazu put them back in their coop.

Group wants to bring back the grizzly to California, some shocked by idea

Nation Chapter 4

[Figures and images related to writing and study groups]
And?
<table>
<thead>
<tr>
<th>Name</th>
<th>Score</th>
<th>Attempt</th>
<th>Comment</th>
<th>Evidence</th>
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<tbody>
<tr>
<td>Dustin</td>
<td>100</td>
<td>1</td>
<td>Totally got it</td>
<td>I just wrote my paragraph.</td>
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<tr>
<td>Valerie, Rodriguez</td>
<td>100</td>
<td>1</td>
<td>Totally got it</td>
<td>I was most confident about the second part of evidence and my reasoning.</td>
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<tr>
<td>Marleni</td>
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<td>1</td>
<td>Totally got it</td>
<td>I am most confident about my evidence.</td>
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<td>Judith</td>
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<td>1</td>
<td>Totally got it</td>
<td>I learned how to start a evidence section</td>
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<tr>
<td>Yasmin</td>
<td>100</td>
<td>1</td>
<td>Totally got it</td>
<td>The part I am most confident in writing an assertion paragraph is the fact that, shows that, and because.</td>
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<tr>
<td>Lupita Morales</td>
<td>100</td>
<td>1</td>
<td>Totally got it</td>
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</table>
Monday Homework - Annotations

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Sentence</th>
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<tr>
<td>+</td>
<td>[P2O]</td>
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<td>-</td>
<td>[C2H6]</td>
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Directions: Make 3 complete annotations PER SIDE (3 pts, 5 cm) for a total of 6 annotations on the whole article.

Tuesday Homework - Writing

Directions: Draft an expository paragraph using evidence from the text to support the side of your choice that answers the question.

Use the following outline to help you:

Claim: (Explore the question or the topic in detail)
Evidence (from text): (the article’s title) Speaker says “This research says…”
Reasoning: The text that psychologists claim states that “(repeat claim) because…”
Evidence (from text): (the article’s title) Speaker says “That’s research…”
Reasoning: The text that psychologists claim states that “(repeat claim) because…”
Closing Sentence: (Summarize the main points of your argument)

Reading:

Response to Wednesday Self-Edited Revision Checklist

Directions: Look at the following checklist to guide your revision work on the response written below. When you are done, give yourself a grade on the following scale:

Claim:
- My claim is weak (0-1 pt): I need to support my claim further, and strengthen it.
- My claim is strong (2-3 pts): I have a good claim that supports the topic.

Evidence:
- My evidence is weak (0-1 pt): I need more evidence to support my claim.
- My evidence is strong (2-3 pts): I have enough evidence to support my claim.

Reasoning:
- My reasoning is weak (0-1 pt): I need a better reason to support my claim.
- My reasoning is strong (2-3 pts): I have a good reason to support my claim.

Grammar Check:
- My grammar is weak (0-1 pt): I need to improve my grammar.
- My grammar is strong (2-3 pts): I have good grammar.

Overall Grade: ______/10
Writing Conferences

- 5 minutes each
- Personalized feedback
- Kids loved it
<table>
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<tr>
<th>STYLE</th>
<th>NO GRADE</th>
<th>DEVELOPING (I-F)</th>
<th>MEETING / PROFICIENT (2-0/C+/B-)</th>
<th>EXCEEDING (3-B/B+/A-)</th>
<th>EXCELLENT (4-A/A+)</th>
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<tbody>
<tr>
<td>CLA-</td>
<td>No work</td>
<td>Student CLEARLY</td>
<td>I used situational-</td>
<td>ADDITIONALLY, I have</td>
<td>AND I was able</td>
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<td>MEN</td>
<td>submitted</td>
<td>does not meet</td>
<td>appropriate grammar</td>
<td>all necessary</td>
<td>to get answers</td>
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<td>EVID</td>
<td>No work</td>
<td>not meet all</td>
<td>and spelling. I made</td>
<td>annotations.</td>
<td>to the questions</td>
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<td>REA-</td>
<td>No work</td>
<td>of the</td>
<td>few mistakes, and</td>
<td>I have a claim</td>
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<td>submitted</td>
<td>standards.</td>
<td>when I did they did</td>
<td>that takes a clear</td>
<td>using my resources</td>
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<td>not distract from</td>
<td>position on the</td>
<td>and my peers.</td>
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<td>my meaning.</td>
<td>question asked.</td>
<td>AND, I can</td>
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<td>My concluding</td>
<td>develop a strong</td>
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<td>sentence summarizes</td>
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<td>my claim.</td>
<td>gives my audience</td>
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<td>a call to action</td>
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<td>or clear next steps.</td>
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<td>evidence that</td>
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<td>explain how my</td>
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Mini Lessons

- Commonly Confused Words (ex. Their, There, They’re)
- Said is Dead
- How to Read a News Article
Feedback/Reflection/Regroup
And?
Topic sentence: Describe your character
As you can see from the items included in the bag, is (descriptive adjective).
As you can see from the items included in the bag, the air feels brave and heroic.

Evidence: For example, on page 13 of Nation by Terry Pratchett describe what is happening in the story says, [give exact words from the text].

Example of Loka in Nation by Terry Pratchett says, looking for you, little giant, grab you see heading out to sea.

Reasoning: The fact that summarize evidence shows that character name is descriptive adjective because how does it show that? The fact that Mau is saved and saying Loka in the shadow world shows that Mau is brave because many people froze, died, and would surrender.

Evidence: In addition, on page 5 of Nation by Terry Pratchett describe what is happening in the story says, [give exact words from the text].

In addition on Page 14 of Nation by Terry Pratchett says, dreams of becoming a hero. To get captain Roberts' hat off when she and Mau Samuel bring into the dark water. As soon as he realizes what is happening. She turned under the surface, looking for the ice had dark water.

Reasoning: The fact that summarize evidence shows that is descriptive adjective because how does it show that? The fact that Mau doesn't think twice about saving everyone from drowning is brave because he is willing to put himself in danger to save another.

Closing sentence: One of ____'s most important qualities is that they are descriptive

One of Mau's most important qualities is that he is brave and heroic.
Our homework AND Rewrite Wednesday helped me become a better argumentative writer.
(57 responses)
I am better at finding evidence from a text to support my claim than I was at the start of the year.

(57 responses)
And?
Would I do it all again?
Try: Inquiry Consultancy Protocol

Write: Think of an focal student who is an emergent bilingual. Think of an academic task you want that student to be successful at. What would success look like? What might prevent or support that student in being successful?

(5 minutes)
Audience Participation Time
Try: Inquiry Consultancy Protocol

- Speaker shares (2)
- Listeners discuss + reflect back (4)
- All Together (2)
- Speaker: Thinking Now (1)

- Repeat x 3
Remember:

1. Speaker shares dilemma (2 mins)
2. Group talks about the problem--speaker listens (4 mins)
3. Talk together (2 mins)
4. Speaker shares takeaways (1 min)
1. How did it feel?
2. What did it assume about participants?
3. How does it serve students?
4. How could you use this in your school situation?
FINDINGS

Teacher Level  Student Level  School Level
Teacher Level: Data from 2015-2016

100% reported that they have a deeper understanding of how their students are thinking and learning.

100% feel comfortable having conversations with colleagues about data.

100% have changed their instruction.

100% reported that their colleagues helped them improve their teaching.
Student Level

Year One

- ELLs: 100 students
- Reclassified: 20 students

Year Two

- ELLs: 80 students + 30 new
School Level

- Increased attention on ELLs.
- Implementation of support classes to build skills and confidence.

English 3-D (a curriculum to increase LTELS skills with academic English) serving approximately 50 students in grades 6-9.

LLI (an intensive reading intervention) serving approximately 80 students in grades 6-12.

In 2017, 40 students moved out of multiple years below grade, as measured by the SRI.
Takeaways
Takeaways

Outside (or assigned) Facilitator

Outside experts
Takeaways
Takeaways

EMBRACE THE MESSINESS
Takeaways

Beyond 'OMG!': Supporting Students in Annotating for Reading Success

As a 7th/8th grade Humanities teacher, I wonder a lot about what happens for students when they read. At the beginning of the year, when I asked students to annotate an article, I would usually receive a page saturated with yellow highlighter and a few symbols like happy/sad faces or question marks. While students had in fact annotated, their annotations did not reveal much about their thinking while they read. I began to wonder if this practice was really increasing their comprehension. I wanted to know the intricacies of their reading process: What do they do when they get stuck while

Meeting the Needs of Struggling High School Students Through Putting Student Voice at the Center

March 1st, 2017

As a teacher of struggling readers, I find myself constantly grappling with what to do with my high schoolers who are reading multiple grades below level. They walk in and out of my classroom each day [...]

Shelley Gouder

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Q + A