FINDINGS FROM A TWO-YEAR GRANT USING THE EL SHADOWING APP

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Shadowing Explained
Purpose of Shadowing

- Get a glimpse of the levels of productive speech and active listening occurring in K-12 classrooms.
- Objective is to open eyes, not point fingers.
- Recognize how the presence/absence of productive speech and listening affects student learning.
- Serve as a shared L2 experience for schools, districts, and/or county offices.
- Act as a bridge to our study of research-based practices with ELLs and Gibbons text.
What is Academic English?

ALL students are AESL
(Academic English as a Second Language)

- Academic English is not natural language. It must be explicitly taught.
- Essential Components of Academic English Language:
  - Vocabulary (Frayer model)
  - Syntax (Academic language stems)
  - Grammar (Summaries from Think-Pair-Share)
  - Register (Think-Pair-Share)

(Kinsella, 2007)
Shadowing Impact

Results of LAUSD District 6 Shadowing Experience

“The person talking most is the person who is learning most. . . . And I’m doing most of the talking in my class!”

LAUSD District 6 Elementary Intern Teacher
“At home I was fine, but at school I never opened my mouth except when the teacher called on me . . . I didn’t like school because all they saw was the outside of me.”
Chapter 2, “Speaking”

Learners should be guided or “apprenticed” into understandings and language.

ELLs are often relegated to IRF interactions.
- Initiation
- Response
- Feedback

Effective group work provides opportunities for students to speak and listen meaningfully.

“Listening is primarily a thinking process – thinking about meaning.”

Listening is like reading – it’s about comprehension instead of production.

The listener is a “meaning builder” – not about sound discrimination.

Preparing for Student Shadowing Experience
ELL Student Profiles

- First Name
- Date of Birth
- Date of Entry in US
- Date of Entry in District

Test Results (last three years, if possible):
- CELDT
- Unit Assessments
- CAASPP Results
- Grades
- GPA
# English Learner Shadow Study Observation Form

<table>
<thead>
<tr>
<th>Time</th>
<th>Specific Student Activity/Location of student 5 minute intervals</th>
<th>Academic Speaking (check one)</th>
<th>Academic Listening 1-way or 2-way (check one)</th>
<th>Student is not listening (check one)</th>
<th>Comments</th>
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<td>1 way or two way</td>
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Data Analysis: Tally Responses

- Count up each of the Academic Speaking and Academic Listening components
  - Tally those results on the poster

- Synthesize your comments onto one post-it (major themes)
Results of the 2 Year Study
Results: CCF Grant Target Schools

<table>
<thead>
<tr>
<th>School Name</th>
<th>% Free &amp; Reduced Lunch in 2014</th>
<th>% ELL (# of students) in 2014</th>
<th># of K-5 Teachers in 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>School A</td>
<td>75%</td>
<td>34% (74 students)</td>
<td>16</td>
</tr>
<tr>
<td>School B</td>
<td>78%</td>
<td>30% (67 students)</td>
<td>15</td>
</tr>
<tr>
<td>School C</td>
<td>90%</td>
<td>57% (107 students)</td>
<td>13</td>
</tr>
</tbody>
</table>
Results: Year 1 Sample Characteristics

- 18 teacher-observers used app and 26 teacher-observers used paper to shadow the experience of English Learners
- 57 hours of class time was observed at 5 minute intervals

Most shadowed students were:
- Male (50%) or Female (50%)
- In grades 1 (25%) or 4 (25%)
- Classified at an “Intermediate” English Language Development (ELD) Level (81%)
- Not in a dual immersion program (89%)

Most teacher-observers were:
- Female (89%)
- Hispanic (51%)
- Experienced (70% with more than 10 years teaching)
Results: Year 1
Subjects & Activities Observed

Breakdown of Class Subject Intervals Observed

- Language Arts (42%)
- Math (30%)
- Writing (8%)
- Science (1%)

Breakdown of Class Activity Intervals Observed

- Individual Work (29%)
- Teacher Lecture (29%)
- Class Discussion (14%)
- Choral Reading (10%)
- Partner Work (8%)
- Small Group (6%)
Results: Cross Year Observation

- Across years, student and teacher speech remained similar
  - Students spoke less than **20%** of the time
  - Teachers spoke around **47%** of the time
- Students spent **7%** more time listening in year 2
- Students spent **10%** less time off task in year 2
Results: Observer Feedback

- **82%** of teachers reported the app was very user friendly and **67%** preferred it to the paper version.
- **80%** indicated shadowing has informed their teaching strategies and **68%** said other teachers would benefit from the shadowing experience.
- Observers reported experience with the app had no relationship to their accuracy when using the app.
- Observers *reported* accuracy had no relationship to their *true* accuracy.
Results: Observation Accuracy

- Accurate observations help teachers make better decisions for teaching their English Learners
- Year 1: Observers using the app were 600% less inaccurate than observers using the paper version
- Year 2: Observers using the app improved their accuracy by 12% with a second, 1 hour training
- App observation accuracy controls can improve training and align observation results with student achievement
Results: Observations and Achievement

- Observers’ accurate codes for speaking in the fall of year 1 **predicted student achievement** at year’s end on both the CELDT and District Math Assessment.
- Observers’ accurate codes for activities were also related to students’ achievement.

CELDT Performance
District Assessment Results
Observation Data
Results: Speech and Achievement

- Student speech predicted overall CELDT achievement scores better than teacher speech predicted them.
- Student speech predicted students’ District Math Assessment achievement scores better than it predicted their CELDT achievement scores.
- Student speech predicted achievement on three CELDT subtests: speaking, listening, and writing.
Results: Activities and Achievement

- Students who read or wrote silently more often had **higher** CELDT but **lower** Math achievement.

- Students who worked in pairs more often had **higher** CELDT (specifically writing and reading) and **higher** District ELA Assessment achievement scores.
App Format

Examples from Pilot Users
Before Observing, Enter IDs

- Unique IDs are assigned to each school and observer to ensure confidentiality is maintained.

- Observers are instructed not to enter personally identifiable information into the app.
- A clean display to focus the observer on data entry
- The same fields are completed for each interval
- Drop-down menus and text boxes are used to ensure accuracy while allowing for individual differences
Drop-Down Menus for Easy Entry

- Drop-down menus are tapped to display choices
- Once a choice is selected, observers can use arrows to easily toggle between fields
Observers use drop-down menus to code academic speaking, listening, and not listening during each interval.

Not all intervals will be coded for these fields.
Text Boxes for Individual Differences

- Text boxes allow observers to describe what their students are doing during each interval

- Observers are prompted to complete individual text boxes to ensure complete and accurate data is collected for analysis
App Auto-Forwards after 5 Minutes

- Observers complete their entries before answering the final question

- This “pauses” the app so they can finish their entry before moving on to the next interval
App Demonstration
Next Steps

Upgrading the App to Improve Observer Experience and Learning
# Next Steps

<table>
<thead>
<tr>
<th>Lessons Learned</th>
<th>Planned App Updates</th>
<th>Future Analyses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observers need time to practice using the app during and after training to ensure accurate usage</td>
<td>Use data reduction techniques to streamline coding options to improve accuracy and predictive power</td>
<td>Compare paper-to-app results for observers who switched during the study period</td>
</tr>
<tr>
<td>Two 1 hour training sessions improve accuracy compared to a single training session</td>
<td>Update data summary page to provide more detailed information on student experiences and app usage</td>
<td>Examine low frequency activities when more data is available</td>
</tr>
</tbody>
</table>
Questions

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- Institute for Culturally and Linguistically Responsive Teaching: www.whittier.edu/ICLRT