High-leverage Instructional Practices to Promote Rigor in Adult Education

CATESOL 2018

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Who’s here

Raise your hand if...
Agenda

What are high-leverage practices and why are they needed?
Sample beginning high lesson
Sample IET lesson
Sample intermediate/advanced writing lesson
Wrap-up/Q & A
What are high-leverage practices and why are they needed?
The current landscape of adult education
We need to address diverse learner needs

Adan from Somalia

Inez from Ecuador

Carlos From Mexico
We need to draw on learners’ funds of knowledge
Build on learners’ social language in the English language acquisition process.

(Gibbons, 2009)
High-leverage practices

- Scaffold learning
- Address the academic language demands of a lesson
- Promote collaborations among learners
- Prompt higher-order thinking

(Ewert, 2014; Neri et al, 2016)
High-leverage practices are....

*those that prepare English language learners to meet the demands of rigorous standards!*
Sample 1: Beginning Lesson
(Handout p. 1)

Lesson objective:
Learners will be able to use the superlative form of adjectives to describe places and things
Beginning-high Collaborative Culminating Activity

Lesson C The yellow chair is the cheapest.

Student interview

A Read the questions. Circle the answers.

1. Which country has the most people? India, China, the United States
2. Which country is the biggest in the world? Russia, Canada, the United States
3. Which ocean is the biggest in the world? Pacific, Indian, Atlantic
4. Which state is the smallest in the United States? Ohio, Delaware, Rhode Island
5. Which state is the biggest in the United States? Texas, California, Alaska
6. Where do people live the longest? Japan, China, the United States
7. Which city is the oldest? London, New York, Damascus

B Work in a group. Ask questions. Write the answers.

1. How many students think China has the most people? ______
2. How many students think Russia is the biggest country in the world? ______
3. How many students think the Pacific Ocean is the biggest ocean? ______
4. How many students think Rhode Island is the smallest state in the United States? ______
5. How many students think Alaska is the biggest state in the United States? ______
6. How many students think people live the longest in Japan? ______
7. How many students think Damascus is the oldest city? ______

C Share your information with your class.

D. Use the Internet to research information to verify predictions.
What skills are required to do this activity?

• Knowledge of vocabulary and superlative pattern
• Predicting individually and orally sharing their predictions
• Collaborating in a group
• Calculating how many learners chose each answer
• Reporting results to class
• Using the internet to access information
Does this task use high leverage practices?

• Scaffold learning
• Academic language
• Promote collaborations
• Prompt higher-order thinking
Scaffolding

• Use common experience in the classroom to demonstrate the pattern before teaching pattern in academic context
  
  Who is the tallest person in our class?
  Who is the youngest?

• use of visuals

The blue chair is *cheap.*

The red chair is *cheaper*

The yellow chair is *the cheapest.*
Controlled exercises using new pattern

Write. Complete the conversations. Use superlatives.

1. A Which TV is _________? (cheap)
   B The second TV is the cheapest.

2. A Which TV is _________? (heavy)
   B __________________________

3. A Which TV is _________? (expensive)
   B __________________________

5. A Which TV is _________? (small)
   B __________________________

6. A Which TV is _________? (wide)
   B __________________________

7. A Which TV is _________? (good)
   B __________________________
Communicative practice of the pattern

3 Communicate

Talk in a group. Ask and answer the questions about places in your community.

1. Which clothing store is the biggest?
2. Which clothing store has the lowest prices?
3. Which supermarket is the cheapest?
4. Which restaurant is the best?
Teach vocabulary related to task.

ocean

countries

states
Provide meaningful practice of pattern

A. Which state is the biggest?
B. I think that ________ is the biggest.

Arizona   Texas   New York
Meaningful practice of pattern

A. Which state has the most people?
B. I think that ________ has the most people.

Arizona, Texas, New York
Academic Language?

• Context is geography and population statistics
• Patterns to be taught:
  • What do you think?
  • I think that China has the most people
  • A majority of our group thinks that ____ has the most people.
Higher Order Thinking Skills?

- Predicting statistics in student interview
- Researching information on the Internet to verify learners’ answers
- Giving opinions based on evidence
- Making conclusions based on learners’ answers
- Comparing and contrasting
Did this task use high-leverage practices?

• Scaffold learning
• Academic language
• Promote collaborations
• Prompt higher-order thinking
Did the task use high-leverage practices?

✓ Scaffold learning - *Use of common experiences, visuals, meaningful practice of vocabulary and pattern*

✓ Academic language - *geography, statistics*

✓ Promote collaborations - *group interview*

✓ Prompt higher-order thinking - *predict, compare/contrast, express opinion, make conclusions, research on Internet*
Sample 2: VESL IET (Integrated Education and Training) Personal Care Assistant Class (Handout pp. 2-3)
Step 1: Pre-reading
Introduce Vocabulary and Concepts
Residents who are physically able should be encouraged to ambulate (walk) whenever possible. Check the care plan for type and amount of activity that is allowed. Mobility increases circulation, exercises muscles and joints, aids digestion, and maintains bowel functioning.

Be aware of each resident’s ability to walk. Check the care plan to determine whether the person can walk unassisted, needs supervision, uses an assistive device (e.g., cane, walker), or requires hands-on assistance at all times. Never rush residents, and offer encouragement for their efforts.

Be alert at all times to any safety hazards, and observe each resident carefully for loss of balance or fatigue. Encourage residents to wear nonslip footwear and to use handrails.

For a resident who needs minimal assistance, walk alongside. Support the resident’s bent arm (next to you) with your far hand. Place your near hand under the resident’s armpit (on the side farthest from you).

A resident who is unsteady may need help to stand. Before assisting, tell the resident how to help, and arrange a signal (e.g., “1, 2, 3, stand”). Place a gait belt securely around the person. With shoes on, the person places feet flat on the floor. Facing the person, grasp both sides of the gait belt, and position yourself securely while you help the person stand.

After the person is stable, assist with walking. Keep one hand firmly on the belt, walking slightly behind and to one side.

Be alert to any sudden loss of balance. If a person starts to fall, do not try to stop the fall. Stopping the fall is likely to cause injury. Instead, sidestep and bend your knees to slowly ease the person to the floor. Stay with the person and call for help. Do not move the person until the nurse approves the move.
Step 2: Vocabulary
Everyday words VS Academic words

<table>
<thead>
<tr>
<th>Everyday word</th>
<th>Academic/Professional Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>walk</td>
<td>ambulate</td>
</tr>
<tr>
<td>encourage</td>
<td>promote</td>
</tr>
<tr>
<td>movement</td>
<td>mobility</td>
</tr>
<tr>
<td>help</td>
<td>aid, assistance</td>
</tr>
<tr>
<td>Keep dangers</td>
<td>maintain</td>
</tr>
<tr>
<td></td>
<td>hazards</td>
</tr>
</tbody>
</table>
Step 3: Collaborative comprehension activity

Numbered Heads Activity

1. Sit in a group with 4 people.
2. Number in your group 1, 2, 3, 4
3. Your teacher will give you a team number.
4. Answer all the questions alone or with your group.
5. After you answer the questions, be sure you all agree on the answers.
6. The teacher will roll the dice. If she rolls your number, you must answer the question.
7. Work together to be sure all your answers are accurate!

p. 2 in your handout
Numbered heads activity: Comprehension questions

1. What is this passage about?
   __________________________________________

1. How do you know how much exercise your client can do?
   __________________________________________

2. According to the article, what are four benefits of walking?
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

1. What should the client wear on his/her feet?
   __________________________________________

p. 2 in handout
Academic Language to Cite Evidence or Personal Experience

Evidence: Text dependent question responses
• According to, ________.
• The author states that________.
• In the text, the author indicated that________.

Personal experience: Non-text dependent question responses
• From my perspective...
• Based on my experience...
• In my opinion...

Kinsella 2012
Academic Language to Cite Evidence: Respond to text dependent questions by citing evidence from text

**Phrases to cite evidence:**
- According to the author, ...
- _____ pointed out that...
- The author states that...
- In the text, _____ states that...
- _____ indicated that...
- _____ emphasized that...
- _____ concluded that...

*Poster on classroom wall*
Did this task use high-leverage practices?

- Scaffold learning
- Academic language
- Promote collaborations
- Prompt higher-order thinking
Did the task use high-leverage practices?

✓ Scaffold learning--vocabulary: everyday vs. academic words
✓ Academic language--phrases to cite evidence
✓ Promote collaborations--numbered heads reading comprehension activity
✓ Prompt higher-order thinking--informational text with critical thinking questions (finding evidence in text, making inferences using evidence from text)
Build a bridge between oral and written discourse

(Gibbons, 2009)
Data Gathering Tasks

Why?
Why data gathering tasks?

- Act as a scaffold to the research process
- Prompt collaboration
- Prompt critical thinking
- Generate learner input/content
- Replicate real-word tasks: personal, professional, academic (Egan & Parrish, forthcoming 2019)
- Incorporate work on numeracy
Sample 3: Intermediate/Advanced Writing
(Handout p. 4)

**Theme:** Caring for the Elderly

**Lesson objective:** learner will be able to write a short report comparing practices for caring for the elderly around the world
What do you see?
Step 1: Gather learner input as the basis for writing

Our class

In your family or community....

Where do the elderly usually live?

Who has the responsibility of caring for aging parents?

Who makes medical decisions for sick parents?
**Step 2: Analyze the information gathered**

<table>
<thead>
<tr>
<th>Common practices: Caring for aging parents</th>
<th>Possible reasons for these practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>The eldest child</td>
<td>Cultural beliefs, such as…</td>
</tr>
</tbody>
</table>

Making inferences

*Maybe it’s because…*

*It could be that…*

*It would seem that…*
Step 3: Presentation and Discussion

Now present the findings for your question to your group. Provide feedback to one another. Do you agree or disagree with the proposed reasons for different practices?

**Showing agreement**
That's a very good point. You've got a very good point there. Exactly! I couldn't agree more.

**Showing disagreement**
I see what you mean, but… I wouldn't say that. But what about…? I don't agree at all.
Step 4: Write a report

Now let's write about our class

*The ways families in our class treat the elderly* are similar in several ways. They often

____________________________________________. They also ____________________________

____________________________________________. Furthermore, many people said

____________________________________________. Because of these similarities, it
seems that __________________________________________.

However, *Families in our class* differ in some key areas. First, ____________________________

____________________________________________, whereas ____________________________

____________________________________________. In addition, ____________________________

contrast, ____________________________. These differences may mean that

____________________________________________.

See Graff, & Birkenstein (2014) for more on using paragraph frames for academic writing.
Did this task use high-leverage practices?

- Scaffold learning
- Academic language
- Promote collaborations
- Prompt higher-order thinking
Scaffold learning

- Graphic organizer for gathering data
- Chart for analyzing data
- Academic conversation frames
- Paragraph frames
Academic language, skills, and strategies

• Information transfer—talk to visual representation; visual representation to paragraph
• Take notes while listening
• Support claims with evidence gathered
• Use language for making inferences, agreeing, and disagreeing
• Use transition words to show similarities and contrasts
Promote collaborations

- Mingle interview and data collection
- Group data analysis
- Presentations

Prompt Critical thinking

- Categorizing information
- Comparing and contrasting information
- Making inferences
- Challenging assumptions
So, yes, the task used high-leverage practices!

✓ Scaffold learning
✓ Academic language
✓ Promote collaborations
✓ Prompt higher-order thinking
Applications in your setting

Now identify tasks or techniques we just demonstrated that you could apply in your setting!
Wrap Up & Questions

Thank you!
Other methods of scaffolding

• Use of graphic organizers

**Write.** Complete the time line about yourself.

**My time line**

1. was born in ____
2. __________
3. __________
4. __________
5. __________
6. __________
7. __________

**Write**

Write a paragraph about yourself. Use Exercises 1B and 1E to help you.
Other ways to introduce academic language

• Teach phrases to cite evidence when answering comprehension questions about reading passages:
  • “According to the reading, ............

• Teach words from the Academic Word List, found in readings.

• How to find “academic words” in reading:
  www.vocabkitchen.com
Collaboration tasks

• Paired and group interviews
  • Information gap tasks
  • Jigsaw activities
  • Creating joint posters on topics of interest

Key requirement: Tasks cannot be completed without effective communication.