Excuse Me, Is there a Problem Here?
Examining Teacher Attributes before Labeling English Learners DEFICIENT

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“They’re not picking up what I’m putting down.”
1. Do you believe that all students can achieve at high levels, including those learning English as an additional language?

A teacher's estimates of achievement have an average yearly impact rate (or effect size) of 1.29 standard deviation.

A one-standard deviation increase is typically associated with advancing student achievement by two to three years!

Why such a strong association with student achievement???

(Hattie, 250+ Influences on Student Achievement, 2017)

Confidence Building!

Increased Intrinsic Motivation
In a 2009 MetLife survey of teachers in the United States, 84% of all teachers were “very confident that (they) have the knowledge and skills to enable all of (their) students to succeed academically.”

Only 36% of those same teachers were confident that all of their students have the ability to succeed academically.

True or False: If a teacher doesn’t think his/her multilingual learners stand a good chance of achieving at grade level, they’ll probably provide work for them that is at or above grade level most often.

2. Do the multilingual learners in your classroom find you to be a credible source to learn from?

A teacher’s credibility has an average yearly impact rate of .90 standard deviation (nearly 1.0). A one-standard deviation increase is typically associated with advancing student achievement by two to three years.

Why such a strong association with student achievement???

(Hattie, 250+ Influences on Student Achievement, 2017)

Authentic, credible leaders are characterized in the theoretical literature as:

(Avolio & Gardner, 2005; Avolio et al., 2004; Gardner et al., 2005; Ilies, Morgeson, & Nahrgang, 2005; Luthans & Avolio, 2003; Shamir & Eilam, 2005)
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Take Home Message: A strong commitment to any type of work is often associated with a certain level of trust and respect for the person viewed as “leader”.

3. Have you made yourself clear?

A teacher’s clarity has an average yearly impact rate of 0.75 standard deviation, which is typically associated with advancing student achievement by around two years!

“Your reputation and integrity are everything. Follow through on what you say you’re going to do. Your credibility can only be built over time, and it is built from the history of your words and actions.”

- Maria Razumich Zec -
5 Tips for Ensuring Multilingual Learners’ Understanding of Academic Tasks

- Provide Examples That are Culturally-Relevant or Culturally Neutral.
- Present: Gifts :: Wassailers: ________

Effectively & Skillfully Use Various Models of Instruction

<table>
<thead>
<tr>
<th>Yes’s</th>
<th>No’s</th>
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<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
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Thoughtful Consideration of the Academic Language Used at Word and Sentence Level

<table>
<thead>
<tr>
<th>Awareness Building Questions to Ask Yourself at Word Level</th>
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<tbody>
<tr>
<td>Are there everyday “Yes” words (e.g. car) that may be unfamiliar to your MLs?</td>
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<tr>
<td>Are there general “Yes” words (e.g. analysis) that may be unfamiliar to your MLs?</td>
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<td>Does the vocabulary in the text lend itself to any mini-lessons on word learning strategies?</td>
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<tr>
<td>Are there “No” words specific to the content you’re teaching that may be unfamiliar to your MLs?</td>
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<tr>
<th>Awareness Building Questions to Ask Yourself at Sentence Level</th>
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<tr>
<td>Are there aspects of grammar (e.g. verb tense) that may be challenging for MLs?</td>
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<td>Is there any syntax (arrangement of words and phrases) that might be confusing to your MLs?</td>
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<td>Are there any conventions that may be new or confusing (e.g. punctuation) to your MLs?</td>
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Sensory, Graphic, & Interactive Supports

<table>
<thead>
<tr>
<th>Sensory Support</th>
<th>Graphic Supports</th>
<th>Interactive Supports</th>
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</thead>
<tbody>
<tr>
<td>Real-life objects (realia)</td>
<td>Charts</td>
<td>In pairs or partners</td>
</tr>
<tr>
<td>Manipulatives</td>
<td>Graphic Organizers</td>
<td>In triads or small groups</td>
</tr>
<tr>
<td>Pictures &amp; photographs</td>
<td>Tables</td>
<td>In a whole group</td>
</tr>
<tr>
<td>Illustrations, diagrams &amp; drawings</td>
<td>Graphs</td>
<td>Using cooperative group structures</td>
</tr>
<tr>
<td>Magazines &amp; newspapers</td>
<td>Timelines</td>
<td>With the internet (web sites) or software programs</td>
</tr>
<tr>
<td>Physical activities Videos &amp; Films Broadcasts</td>
<td>Number Lines</td>
<td>In the native language (L1)</td>
</tr>
<tr>
<td>Models &amp; figures</td>
<td></td>
<td>With mentors</td>
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Communicate Learning Goals in Student-Friendly Language

Teacher Teams Should...

- Identify possible roadblocks to understanding.
- Use relevant and sufficient evidence to...
- Agree on definitions of key terms and concepts.
- Share both the original wording and student-friendly wording... why?
4. Are you guilty of putting labels on your multilingual learners?

Teachers not labeling students has an average yearly impact rate of 0.61 standard deviation, which is typically associated with advancing student achievement by one to two years!

Why such a strong association with student achievement? (Hattie, 250+ Influences on Student Achievement, 2017)

Things, practices, and people (including our students) that are dissimilar or unfamiliar to us are confusing to the brain because they don’t fit our idea of how things should be. Thus, they get labeled in our brains as “others”. This can lead to feelings of mistrust, unsafety, displeasure, paranoia, and other misplaced negative feelings.

Shhh...

How do we override our brains’ tendencies to make assumptions about others and react negatively to people that are unfamiliar/dissimilar to us?

We become culturally competent educators.

Validate.  
Affirm.  
Build.  
Bridge...
**Cultural Competency is...**

◎ Being able to identify the larger socio-political context and recognize how you are positioned based on your own culture and privilege.

◎ Recognizing that we tend to view each other through our own cultural lenses, but understanding that we must be willing to view others beyond our own cultural interpretations as the only possible explanations for their behavior.

◎ Widening your cultural lens to allow for multiple interpretations of what’s “normal”.

◎ Recognizing how your cultural reference points may advantage or disadvantage you within the larger socio-political context.

**Teacher-Student Relationships** have an average yearly impact rate of 0.52 standard deviation, which is typically associated with advancing student achievement by **one to two years**!

Why such a strong association with student achievement???

(Hattie, *250+ Influences on Student Achievement*, 2017)

We’re people (not robots), and the need for a human to human connection with the people we interact with is real!

Krashen’s Affective Filter Hypothesis

When teachers and schools are not successful in lowering the affective filter of their MLs, the consequences can be quite grave.

In a study of MLs who had dropped out or had considered dropping out of high school, one of the key contributors to the students’ decision was not feeling as though they belonged in the school as well as a feeling of mistreatment by school personnel (Boone, 2013).
A tale of two teachers...

Mrs. Franczyk

Mr. Kersemeier

6. Do you know how your multilingual learners perceive the quality of your teaching?

Students' ratings of the quality of their teacher's teaching have an average yearly impact rate of 0.50 standard deviation, which is typically associated with advancing student achievement by one to two years!

Why such a strong association with student achievement???

(Griffes, 2017, Enhancing in Student Achievement, 2017)

When we helped appoint a teacher, we looked for someone who was strict but fair. We watched them teach a lesson. Some of them were too strict and old-fashioned, and some of them couldn't control the class properly. It was fun getting to do what the teachers do.

-Duba, 13 year old student
In a 2012 study, upper-grade elementary school teachers who embedded opportunities for the sharing of student perspectives into their instruction and encouraged higher level thinking, autonomy, and responsibility contributed significantly to their MLEs' reading achievement (López, 2012).

Making Action Plans from 5E data

7. What kinds of expectations do you have for your multilingual learners?

A teacher’s expectations have an average yearly impact rate (or effect size) of 0.43 standard deviation, which is typically associated with advancing student achievement by close to one to two years!

Why such a strong association with student achievement???

Once an expectation is developed, even if it is wrong, people will behave as if the belief were true.
Some of my MLs are such complainers. They’re always whining about needing my attention. They really can’t do anything on their own.

I just don’t think this will work for Maria. She’s a newcomer, and probably isn’t very motivated.

You know this is a Title I School, right? Manage your expectations accordingly.

Should MLs be required to complete homework?

Pobrecitos Teacher: “No, I don’t assign my MLs homework because I know no one at home speaks English, so they can’t get help if they get stuck on the homework. I don’t want to cause them frustration and anxiety, so I just don’t assign it.”

Si, Se Puede Teacher: “Yes, homework is important to build my MLs’ fluency, stamina, and confidence. I assign tiered homework, and students complete questions at the highest tier they feel confident in their answers with. This method builds the metacognitive practice of self-awareness that is vital to both academic and behavioral successes.”
Don't forget your keys!

Thanks!

Interested in continuing the conversation?

Here's how you can reach me:
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Credits:
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