

# Developing Teacher Expertise to Teach English Language Learners and Other Students Common Core Standards Curricula

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## Implications for Teachers, Teaching, and Teacher Professional Development

- Teachers become not only teachers of their discipline, but also develop their students' literacy skills, and the language required to use them effectively
- Tacit knowledge of the uses of English in their specific disciplines becomes explicit, and teachers develop ways of teaching them to their specific students
- A shared understanding of what constitutes “rigor”, “high expectations”, disciplinary language development, differentiation, develops in a school collective
- Generalized understanding of what is expected of high school graduates who are college-ready in the 21<sup>st</sup> C.



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## Implications (Continued)

- Work on the “immigrant paradox” (Garcia, Patton, Yang, Suarez-Aviles, Batchelor, and Marks, 2010; Gonzales, 2009; Wen-Jui Han, 2010) to reach internationally benchmarked results (OECD, 2006)
- Coherence in professional development for all teachers in a school around a vision of standards-based goals, with common theoretical stances about how students learn concepts, processes, and language (Walqui and van Lier, 2010)

## Teacher professional development

*An example from the Quality Teaching for English Learners*

In principled and coherent ways QTEL views the development of teacher expertise as taking place:

- Over time
- Through dialogic and collegial engagement
- Using reflection as the engine that drives development
- With a focus on disciplinary language awareness and pedagogical deliberateness that is modeled, practiced, and reflected upon
- Building on heterogeneity
- Mirroring the opportunities teachers need to offer their students
- Offering a broad and flexible array of opportunities: institutes, coaching cycles, lesson planning sessions, video circles, peer observations, seminars, etc.
- Offering educators in professional development a variety of roles through which to grow their expertise

## What needs to be developed

- An understanding of what is essential in the education of English Learners: correct use of English? Or rigorous and appropriate disciplinary uses of the language?
- Possible developments in the continuum from “more oral” to increasingly “more written” and accurate uses of English
- Sample performance tasks that represent the range, complexity, and quality of ELL performance at different levels in the attainment of the standards in the four skills

## An example

### High Challenge and High Support in a Geometry Class

School: International High School, Austin, Texas  
Teacher: Susana Tully  
Students: Newcomers, between half a year and a year and a half in the U.S.  
Lesson: Surface area of a figure when scaling up or scaffolding down measurements

## Language Arts Standards

- Cite strong and thorough textual evidence of what the text says explicitly as well as inferences drawn from the text (Key Ideas and Details, Grades 9-10)
- Analyze various accounts of a subject told in different mediums determining which details are emphasized in each account (Integration of Knowledge and Ideas, Grades 9-10)
- Integrate and evaluate multiple sources of information presented in different media or formats in order to address a question or solve a problem (11-12)

## Appearance, Reality, and the Power of Words

What do the characters say? Copy the quote and indicate the act, scene, and line.	What do they mean? Explain what they would really say if they did not need to mask their intentions.	What are they accomplishing? By saying what they say, what are they actually doing to others?

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1. "There's no art to find the mind's construction in the face." (King Duncan says to Malcolm in Act I, scene iv, lines 13-14)
2. "The service and loyalty I owe, in doing it, pays itself." (Macbeth says to King Duncan in Act I, scene iv, lines 25-26)
3. "O, never shall sun that morrow see!" Lady Macbeth says to her husband in Act I, scene v, lines 66-67)
4. "Your face, my Thane, is a book where men may read strange matters." Lady Macbeth says to her husband in Act I, scene v, lines 68-69)
5. "We will speak further." (Macbeth responds to his wife in Act I, scene v, line 77)

## Double-Entry Journal Macbeth, Act I, Scene ii

What do you learn about Macbeth from what other characters say about him?	Supporting quotes from the text

### SHAKESPEAREAN PHRASES

- **cleave to my consent**- support me
- **I shall be counseled**- I will be willing to listen
- **beguile the time**- deceive those around us
- **say sooth**- speak truthfully
- **have not seen**- have never seen before
- **give him tending**- take care of him
- **jump the life to come**- to risk the fate of my soul
- **soundly invite him**- invite him to sleep soundly
- **heavy summons**- a demand
- **entreat an hour to serve**- find a time that suits us
- **sensible to feeling**- can be felt by touch
- **heat oppressed**- extremely excited
- **left you unattended**- abandoned you
- **giving him the lie**- lying to him
- **slipped the hour**- allowed time to fly by
- **nothing serious in mortality**- nothing important in life
- **command upon me**- invite me in a royal (aristocratic) way
- **attend those men our pleasure?**- are those men waiting to see me?
- **champion me**- oppose me
- **in restless ecstasy**- in frantic sleeplessness
- **lave our honors**- wash our reputations
- **leave this**- stop talking and thinking this way
- **the subject of our watch**- the person we are waiting for
- **give the cheer**- entertain your guests properly
- **upon a thought**- in a moment
- **very guise**- usual behavior
- **gently rendered**- surrendered without a fight

### FAMOUS PHRASES: MACBETH

Directions: To prepare a small presentation to the class, become an expert about five of these "famous phrases" from Macbeth.

- Choose five lines.
- Memorize each line.
- Put each line in your own words.
- Be able to explain the significance of the line in the play as a whole.
- Prepare an answer to this question: Why are these lines still relevant (or not) today?

1. "Fair is foul and foul is fair:" (witches, Act I, scene i, line 11)
2. "So foul and fair a day I have not seen." (Macbeth, Act I, scene iii, line 38)
3. "Nothing in his life became him like leaving it." (Malcolm, Act I, scene iv, lines 8-9)
4. "Yet do I fear thy nature. It is too full o'the milk of human kindness..." (Lady Macbeth, Act I, scene v, lines 14-15)
5. "Come, you spirits that tend on mortal thoughts, unsex me here..." (Lady Macbeth Act I, scene v, lines 42-43)
6. "...look like the innocent flower, but be the serpent under it." (Lady Macbeth, Act I, scene v, lines 71-72)
7. "Will all great Neptune's ocean wash this blood clean from my hand?" (Macbeth Act II, scene ii, lines 76-77)

Suggest to students that Macbeth has the ingredients of a good news story, and that they are now going to analyze news stories as a genre. What is the purpose of a news story? To inform, to catch people's attention, etc. Then present the structure of a news story: leads, development, closure. Point to news reports, layout and graphics. Finally, discuss the preferred language of news reports, looking at some concrete examples from newspapers. The following notes will help you construct your explanations. Explain that after a class consideration of how to write a news story, each of the students will become a journalist. After a class consideration of how to write a news story, working in groups of four, students will produce a news report in chart paper.

#### News topics

Have students review the plot of *Macbeth* so far. What are the things that could be considered "news"? Have students brainstorm ideas while you record them on a class chart. Push students to think of strong topics.

#### Leads

Engage the class in a discussion of sequence for a news story and whether to tell a news story chronologically or with the most attention-grabbing information first. Introduce the term "lead" for the first sentence or first short paragraph of a news story. Explain that a lead is designed to lead readers into a news story and to make them want to keep reading. Tell students that their leads should summarize the most important news facts about the *Macbeth* story in a way that makes readers want to find out more details.

#### Layout and graphics

Show students the front page of a newspaper. Ask them to identify and discuss the structures they see. For example, how are headlines and subheads used. Why might pictures or charts be included? What is

the role of captions? Why are paragraphs short? What things contribute to making a news story accessible to the eye? Ask students to think about how their *Macbeth* news story can take advantage of layout and graphics.

#### Rhetorical structure and language

Give students a copy of a short news story that has a punchy headline and ask them to consider how the use of headlines, subheads, leads, short paragraphs, and news-style grammar make the language of a news story accessible.

Focus on headlines. Write several headlines on the board (for example the lists of "most popular" emailed or blogged stories on the New York Times website, [www.nytimes.com](http://www.nytimes.com)), and ask students to rate them. Which stories would they be drawn to by the headline? Why? Which headlines do they find boring? Why?

#### Journalistic voice

Ask students why newspapers have a separate editorial page. Engage them in a discussion of the importance to newspapers of presenting news in a fair and unbiased way and clearly identifying any articles that are written as opinion pieces. Remind students that their *Macbeth* article should be a news story (just the facts) and not an opinion piece or speculation. Be sure students understand the terms biased and unbiased. Provide a clear example of each, and ask students to explain how they can spot bias. Give students another example which you know to be biased but in which the bias is not evident. Engage students in a discussion of what a reader must know to recognize disguised bias.

#### Sources

Ask students what news writers can do to make a story fair and accurate? Where do they get their information? How many sources do they need? Remind students that for their own stories, two

murders have occurred, of Duncan and Banquo. Ask students who might be good sources for information about these crimes. Were there any eyewitness? Who was nearby? Is there anyone who might have background information that could suggest a motive for either of the murders? Who would tell the truth? Who might not?

#### Student journalists

Ask students to write their *Macbeth* news reports. Tell them that their reports should include a headline, at least three sources — eyewitnesses to the murders, people near the scenes, people with back ground information about the victims. Ask students also to include a graphic element — a box outlining an imaginary photograph, diagram, or chart. Tell students not to worry about creating the graphic itself, but to write a caption for the graphic (which should make clear to the reader what is pictured).

## R & D Needed

- As we address how to provide common core standards learning opportunities for the multiple varied ELL population nationwide, as well as the disciplinary language needs of non Standard speakers of English, it is necessary to understand what is shared and what is different in their development, how to conceptualize and operationalize and respond with rigor and generatively to this differentiation (Leseaux and Kieffer, 2010)
- Development of the seamless continuum in the development of teacher expertise

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