



EAL AND BEYOND: MAKING LEARNING ACCESSIBLE FOR ALL STUDENTS

Sheldon Williams Collegiate

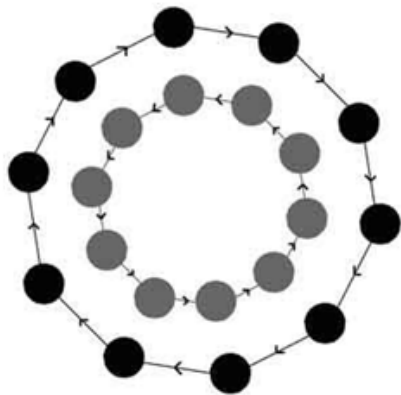
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Accessing prior knowledge – Inside outside circle

Instructions:

Form an outer circle and an inner circle, with each person facing each other. You will have a set amount of time to speak to one of the statements and then the inner circle will rotate counter clockwise.



4 discussion questions

1. How do you know what type of learner you have in your classroom?
2. How do you know if a student is struggling to read a text? If you have identified this, how can you support them in your classroom?
3. How do you know if students have learned (become proficient in the outcomes)?
4. What do you do if they haven't learned (next steps)?



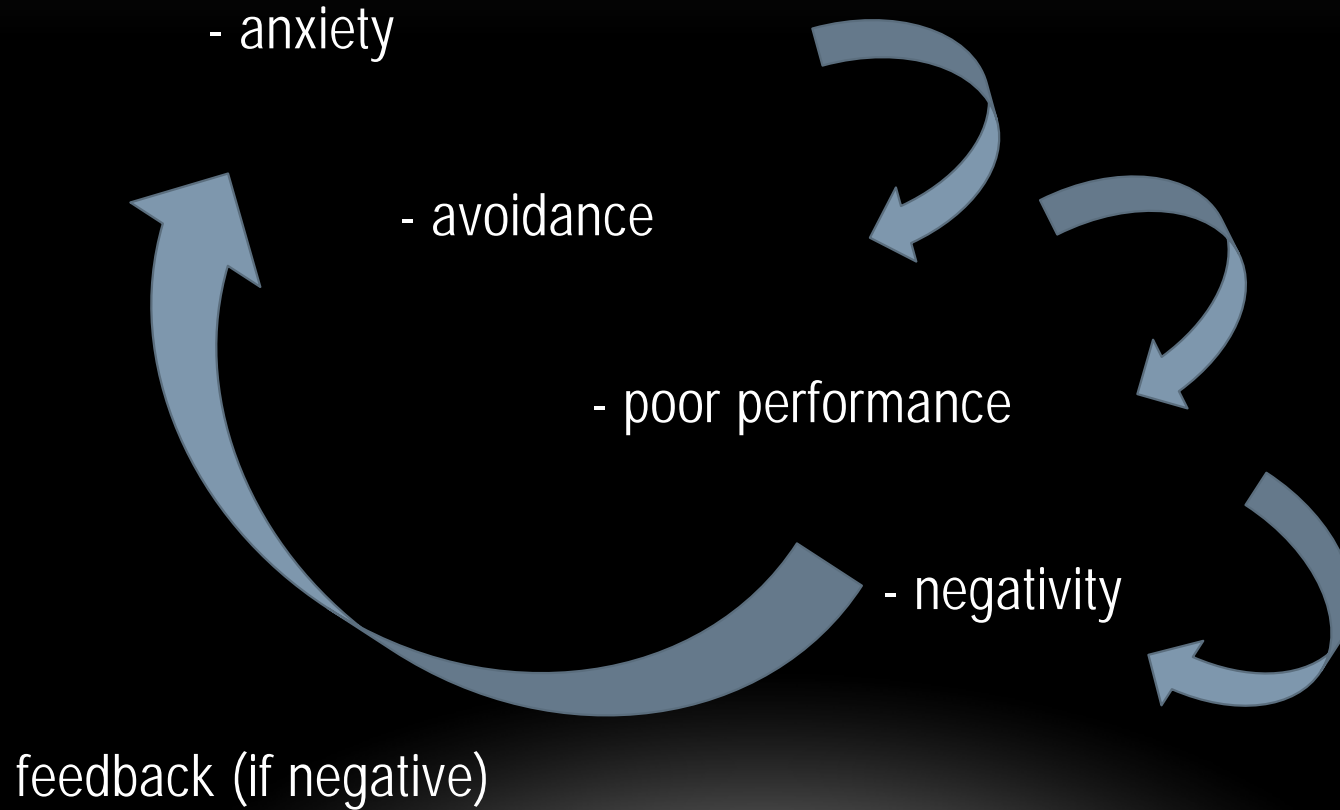
Your reality: You have a classroom of students with varied skill levels and language abilities, academic skills and interests, a wide range of willingness (and confidence) to participate in the task required.

How do you support all of this in your classroom in the time that you have?



STRUGGLING / DISENGAGED STUDENT:

Students who struggle may exhibit other behaviours that will in turn, negatively affect performance.





SUCCESSFUL / ENGAGED STUDENT

- Success brings more success
 - confidence



Constructive feedback

WHAT COULD IMPROVE STUDENT SUCCESS?

- Feedback
- Humour, build relationships
- Encourage peer support
- Understanding needs and styles of your learners
- Same content, alternative texts, tasks or delivery methods
- Adjust based on assessment results

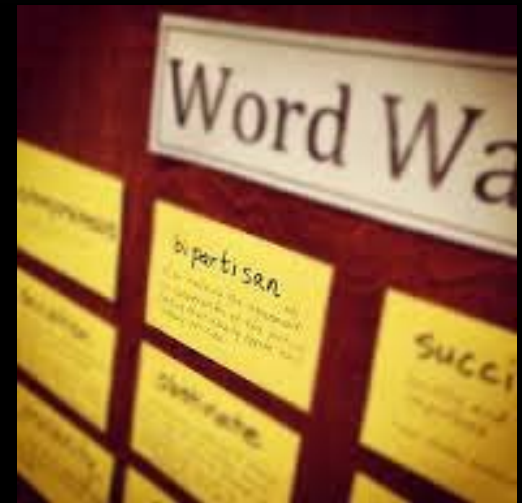


What do you do that you know improves students success?

THINK – PAIR - SHARE

SUPPORTS FOR ALL STUDENTS - BEFORE

- Understanding the needs of your students
– what skill level are they at when they arrive?
- Pre-teach important skills and vocabulary (front end loading)
- Consider the language (level, purpose)
- Activate prior knowledge, set purpose for learning
- Consider pairing up students with varied levels (ex EAL student with non EAL)



SUPPORTS FOR ALL STUDENTS - DURING

- Repeat / reinforce key words, concepts, ideas
- Clarifying that they understand what is happening in class (check-in)
- Visual reference (word wall, PWIM, anchor charts, I CAN statements)
- Slow the pace & allow for “think time” – chunk into smaller pieces, scaffolding
- EAL students – allow use of L1 if needed (connections)
- Encourage group or partner work
- Vary “look” of task – allow space for annotation or translation – visual spacing – remove extraneous information
- Use of a variety of tools to support, manipulatives, calculators, Kurzweil, sentence strips, graphic organizers, translators as needed
- Clarify vocabulary- general academic language vs content specific – be mindful (ex decompose)
- Stations / hands on activities
- Explicit instruction of strategies and skills and review
- I do – we do – you do (modelling activities to allow for independent practice)



SUPPORTS FOR ALL STUDENTS - AFTER



- Check in to verify comprehension (ex – exit slips)
- Allow additional time as needed
- Constructive feedback to allow for growth
- Alternative and varied assessment methods
- Allow for more “practice” before “the game”

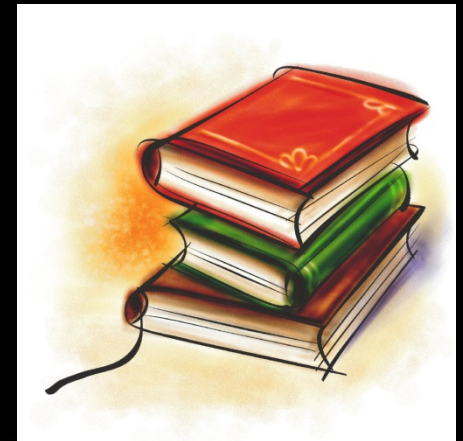
PLANNING FOR STUDENT ENGAGEMENT / ACHIEVEMENT ALLOWS FOR TIER 1 SUPPORTS IN THE FOLLOWING WAYS:

- Students to show what they know in a variety of ways
- Introducing reading & writing instruction at level in your content area
- Using results to plan instruction
- Offering materials at varied reading levels
- Providing a variety of options (visual, auditory, kinesthetic)
- Providing specific feedback to move students further along
- Creating an engaging and meaningful classroom environment
- Supporting students with varied needs and learning styles
- Students accomplishing tasks at their level – fosters a sense of belonging, independence and mastery



ACTIVITY: VARIED INSTRUCTIONAL METHODS THAT ALLOW FOR STUDENT SUPPORT

- Use of content area text
- There are 7 stations with a variety of ideas, strategies and teaching methods that are located around the room.
- Move as a group (with your table).
- You will have 5 minutes at each station to review the information, discuss, and consider how this might apply to your content area / text.



WHOLE GROUP DISCUSSION

- In your group, review and discuss the strategies from the various stations.
- Select at least ONE of the strategies shared and plan how you might use it with your text / in your content area / lesson.
- Consider your learners: Reflect on your discussions from earlier today. How might the students discussed (SWAP and content area) benefit from these strategies?



RESOURCES

Daniels, Harvey & Steineke, Nancy : Texts and Lessons for Content Area Reading

Vogt, Mary Ellen, Echevarria, Jana. 99 Ideas + Activities for Teaching English Learners with the SIOP Model.

Blog: <http://mathequalslove.blogspot.ca/>