

California State University, San Bernardino

## CSUSB ScholarWorks

---

Q2S Enhancing Pedagogy

---

Spring 5-1-2020

### Strategies to Mentor Teacher Candidates during CalTPA to Use Research-based Practices to Facilitate Engagement and learning for English Language Learners.

Lasisi Ajayi

California State University San Bernardino, LAjayi@csusb.edu

Follow this and additional works at: <https://scholarworks.lib.csusb.edu/q2sep>



Part of the [Language and Literacy Education Commons](#)

---

#### Recommended Citation

Ajayi, Lasisi, "Strategies to Mentor Teacher Candidates during CalTPA to Use Research-based Practices to Facilitate Engagement and learning for English Language Learners." (2020). *Q2S Enhancing Pedagogy*. 157.

<https://scholarworks.lib.csusb.edu/q2sep/157>

This Lesson/Unit Plans and Activities is brought to you for free and open access by CSUSB ScholarWorks. It has been accepted for inclusion in Q2S Enhancing Pedagogy by an authorized administrator of CSUSB ScholarWorks. For more information, please contact [scholarworks@csusb.edu](mailto:scholarworks@csusb.edu).

# Q2S Enhanced Pedagogy Stipends Faculty Learning Community (FLC)

## Culmination Project

### Strategies to Mentor Teacher Candidates during CalTPA to Use Research-based Practices to Facilitate Engagement and learning for English Language Learners.

Lasisi Ajayi

Department of Teacher Education and Foundations

#### Introduction

Developing the knowledge and skills to teach K-12 English language learners (ELLs) is a crucial aspect of the teacher candidate learning to teach. This is even more critical as school districts are increasingly enrolling English language learners into the mainstream classrooms. Hence, teacher candidates must become proficient in implementing appropriate research-based strategies that promote learning for K-12 students with disabilities.

The California Teacher Performance Assessment, CalTPA, requires teacher candidates to teach one student ELL and upload the video of the instruction for assessment. This aspect of this CalTPA presents some challenges to our students because they have not worked with special education students as part of the credential program. Therefore, the purpose of this projects is to identify and discuss with examples some research-based that teacher candidates can implement in the classroom to promote disabled student engagement and learning.

## 1. Modeling Strategy

### Defining Modeling Strategy

Preparing teacher candidates to use modeling strategy is an important step in helping them to teach English language learners. Modeling is a strategy that allows ELLs to learn by observing how a teacher demonstrates a new concept or approach to learning. In essence, modeling is an instructional strategy that allows students to learn new ideas, concepts or skills through observing the teacher, rather than direct experience. As the teacher performs a skill, s/he describes each step with a rationale. The teacher also provides the ELLs with verbal and visual examples of what learners should do. In this way, student learning is viewed as a function of observation, rather than direct experience (Holland & Kobasigawa, 1980). Modeling has its root in social learning theory:



Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action” (Bandura, 1977, p. 22).

In the rest of this section, I will discuss implementation steps and teaching examples.

### **Implementation Steps**

- a. Teacher provides clear, specific instruction
- b. Teacher sets clear and realistic objectives and expectations
- c. Teacher clearly describes concepts/skills to be learned
- d. Teacher clearly models concepts/skills s/he is teaching
- e. Teacher thinks aloud as s/he models
- f. The teacher uses visual, auditory, kinesthetic and tactile means for illustration
- g. Teacher provides opportunities for group and individual practice.
- h. Teacher carefully breaks the skill/concept into its critical elements
- i. Teacher demonstrates the procedural steps
- j. Teacher provides scaffold/support as appropriate
- k. Teacher works through multiple examples
- l. Teacher demonstrate the concept/skill as many times as needed
- m. provide high degrees of teacher-student interaction
- n. model examples and non-examples

### **Classroom Implementation**

**Lesson:** Find the meaning of difficult words

The teacher leads the lesson. He reads aloud and identify difficult words – words he cannot pronounce, understand the meaning or can use in a sentence. The teacher writes the words on blackboard or screen. She goes back to the text to re-read aloud the surrounding sentences and find clues that can help her to understand the meanings of each word. The teacher identifies, underlines, or highlight specific words or phrases in the surround sentences that give her the meaning(s) of the difficult word. The teacher allows the students to observe the process as he read, underlines or highlight the words or phrases. There are two types of modeling: implicit and explicit (Roehler & Duffey, 1991). In implicit modeling, the teacher reads to students and engages them in the meaning of text while in explicit modeling, she/he demonstrates to students how to perform a specific task, such as how to use the dictionary to find the meaning of new vocabulary words. In explicit modeling the teacher uses the talk-aloud and think-aloud techniques. In a talk-aloud activity, the teacher explains the procedure that students must follow to complete a task. In a think-aloud activity, s/he shares with students the metacognition (the thinking process) that he/she employs when engaged in a task.

The teacher can model how to use K-W-L chart by adopting the following steps. For example, prior to the lesson, the teacher previews the class material and selects

important words that students need to learn in order to understand the text and participate in the classroom dialogue.

The teacher:

- a) Posts five to eight vocabulary words on the whiteboard or overhead projector.
- b) Passes out a K-W-L chart and models the activity as many times as needed to ensure that all students understand how to complete the task.
- c) Thinks aloud as s/he demonstrates the procedural steps for doing the assignment.
- d) Asks students to discuss what they know about each word and writes the definitions and explanations in the K-column on the whiteboard.
- e) Models how students can make meaningful connections between the new words and their existing schema.
- f) Asks students to fill their K-column of the chart.
- g) Models a whole-class discussion of what students want to know about the word: meanings, part of speech, morphology, usage, pronunciation, etc.
- h) Models a whole-class discussion of the words. The teacher engages students in an extended discussion of the vocabulary so as to deepen their understanding of the words and build on their conceptual knowledge.
- i) Models for students how to make meaningful cognitive connections by linking the words to prior experiences using questioning, examples, cognates, or translations.
- j) Students complete the task in groups and share their work with the class.

K-W-L Chart

New vocabulary words	<b>Know:</b> what do I already know about the vocabulary?	<b>What:</b> what do I want to learn from the vocabulary?	<b>Learn:</b> what do I actually learn from the vocabulary?

## 2. Collaborative Group Learning

### Defining Collaborative Group Learning

Collaborative Group Learning is a strategy for teaching and learning in which students work in groups or teams to solve problems or create a meaningful projects. This strategy is particularly useful for English language learners as it allows them to work with their peers in small groups on a structured activity. In their small groups, English language learners can share strengths and also work to develop their weaker skills.

Equally important, group activities afford them the opportunity to develop their interpersonal and conflict-resolution skills. Research has shown that when the teacher provides clear objectives, English language learners engage in numerous learning activities that improve their understanding of concepts or skills they learned.



Essentially, in collaborative learning for students with disabilities, the teacher mediates learning through dialogue and collaboration. The teacher enhances student learning through facilitating, modeling, and coaching. Vygotsky's (1978, 1986) theory of social learning theory emphasizes the importance of social interaction for the development of learning and cognition. Vygotsky argued that community was a crucial factor in the process of meaning making and knowledge creation.

### **Implementation Steps**

- a. Teacher introduces collaborative group work early in the semester
- b. Teacher set the rules of language and collaboration
- c. Decide on the size of the groups
- d. Teacher models listening, questioning, and negotiating for students
- e. Teacher practices team-building exercises with students
- f. Teacher sets learning objectives and students
- g. Teacher teaches students active listening skills
- h. Teacher teaches students to appreciate different viewpoints
- i. Teacher uses relatable, real-world problems
- j. Teacher structures learning activities in a way to require each group members' active participation, collaboration, discussion and consensus
- k. Teacher makes students individually accountable their own work

### **Classroom Implementation**

The teacher starts the class by putting students into small groups. For example, teaching academic language in a nutrition class, the teacher can show flashcards with images of concepts or ideas that English language learners will match with appropriate vocabulary words (domain-specific vocabulary). The teacher will first model the activity for the groups and explain the objectives of the lesson. The students will work in a small groups to match the vocabulary words and images. In their groups, the students will

justify why a word is matched to an image(s) and other members of the groups will agree or disagree and provide reasons. Then, each group will share its work with the whole and explain and justify the matches they made while the rest of the class can agree or disagree and provide reasons.

### 3. Explicit Instruction

#### Defining Explicit Instruction

Explicit instruction is defined as a structure, systematic and direct instruction that a teacher provides in the classroom to facilitate learning. Explicit instruction a direct approach to teaching that includes both instructional design and delivery procedures (Archer & Hughes, 2011). Rosenshine (1987) described explicit instruction as “a systematic method of teaching with emphasis on proceeding in small steps, checking for student understanding, and achieving active and successful participation by all student” (p. 34). Explicit instruction has received tremendous attention over many years as a strategy that is commonly used by classroom

by mainstream and special education teachers. In their research, Ellis and Worthington (1994) identified ten effective teaching principles for explicit instruction: (a) engagement time, (b) success rates, (c) content coverage/opportunity to learn, (d) grouping for instruction, (e) scaffolded instruction, (f) addressing forms of knowledge, (g) activating and organizing knowledge, (h) teaching strategically, (i) making instruction explicit, and (j) teaching sameness in the curriculum

(p. 17). These principles are general used in the classroom implementation of explicit instruction.



(p. 17). These principles are general used in the classroom implementation of explicit instruction.

#### Implementation Steps

- a. Teacher clearly states the learning objective and his/her expectations
- b. Teacher presents new concepts or ideas in small chunks
- c. The teacher provides step-by-step demonstrations of concepts or ideas
- d. Teacher provides scaffolding and illustrations
- e. Teacher models procedures
- f. Teacher uses graphic organizers and visuals to make lesson comprehensible
- g. Teacher provides guided and supported practice
- h. Teacher constantly checks for understanding
- i. Students engage in group practice
- j. Teacher monitors students' performance closely
- k. Students do independent practice
- l. Teacher provide individual or group support and or feedback

#### Classroom Implementation

At the beginning of the lesson, the teacher introduces the lesson and set the stage for reading comprehension. He/she clarifies the lesson objectives and measures of success. The teacher activates students' prior knowledge to connect new learning with what students have learned before using activities such as KWL chart, questions, video clips, brainstorming, pictures, make predictions, and group discussions. The teacher provides explicit instruction on comprehension skills including summarizing, finding the main ideas and supporting details, making distinction between opinions and facts, comparing and contrasting, drawing conclusions, questioning, and figurative language. The teacher provides multiple opportunities for English language learners to use these skills with texts that are relatable to their life experiences. For example, the teacher reads the text aloud with students and later the learners read independently at their own level.

During the lesson, the teacher can use different activities to facilitate learning such as think-pair-share, interactive reading, questioning the author, mind mapping, double entry journals and anticipated guides. Next the teacher provides scaffolding such as explaining, questioning, modeling, and demonstrating of the new concepts or ideas. The teacher teaches English language learners to use specific learning strategies such as Cornell Notes, graphic organizers, identifying difficult vocabulary words and phrases, develop questions while reading, visualize what they are reading, making predictions about what comes next in the passage, connecting the text to self/text/world.

The teacher moves to the guided practice stage – the time that students have opportunities to engage in independent practice of the new comprehension passage. The teacher can choose from a variety of activities for this stage including cooperating groups, project-based work, large or small grouping, or apps. Students in groups can work together on a diagram to illustrate and explain ideas of the text, complete graphic organizers such as KWL (or storyboard, story map, Venn diagrams), and analyze features of the text they are reading. As students read, the teacher encourages them to use metacognitive strategies; that is comprehension monitoring strategies such as students identifying what they don't know, what is difficulty, underlining or highlighting difficult ideas and so on.

Next, the students start independent practice to demonstrate their understanding of the new concepts or skills they are learning. At this stage, English language learners are working independently to solve find answers to comprehension questions, questioning their own thinking, completing story maps or story frames, working on graphic organizers such as KWL, and generating questions. The teacher may provide rubrics to guide students' independent work. Teacher evaluates formatively to know what students have mastered and what the areas for interventions. The teacher debriefs the students on what they have mastered and areas where they need more work.

## 4. Graphic Organizers

### Defining Graphic Organizers

A graphic organizer is a visual or graphic display that shows the relationships between concepts and/or ideas that students are learning. Graphic organizers is a useful tool for English language learners to visualize and organize information. Graphic organizers are particularly useful for English language learners as learners use them to structure their thoughts, examine relationships between ideas or concepts, help students to



demonstrate their thinking process, and break story into main ideas and details. In this way, graphic organizers help students to use visual learning to enhance thinking skills and enhance student learning. Ellis and Howard (2005) define graphic organizers as:

Visual devices depict information in a variety of ways. Most commonly, they employ lines, circles, and boxes, to form images which depict four common ways information is typically organized: hierarchic, cause/effect, compare/contrast, and cyclic or linear sequences. These images serve as visual cues designed to facilitate communication and/or understanding of information by showing how essential information about a topic is organized." (p.1).

Commonly used graphic organizers for K-12 English language learners include concept map, KWL chart, story map, concept diagram descriptive or thematic map, problem and solution map, comparative-contrastive map, sequence map, storyboard, and T-chart.

### Implementation Steps

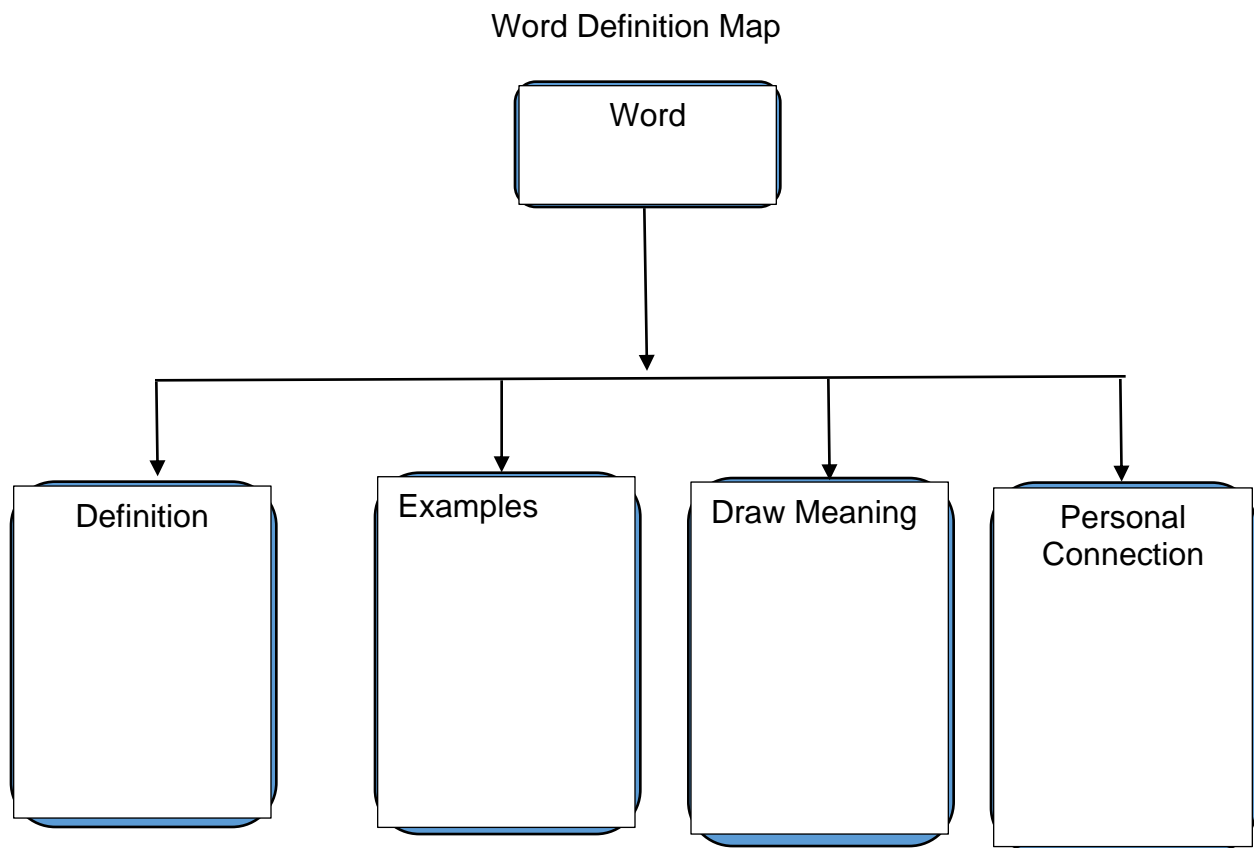
- a. Teacher models and guide students to make and use graphic organizers
- b. Teacher provides diverse graphic organizers and encourages students to select their which organizers work best for them
- c. Teacher builds rich vocabulary awareness and understanding as they think and examine relationships between words
- d. Teacher activates/builds prior knowledge to make links between words and meanings
- e. Teacher contextualizes vocabulary meaning
- f. Teacher makes visual connections and personal associations with words and meanings
- g. Teacher visualizes the global format of a spoken or written text
- h. Teacher integrates new words they are learning with what they know
- i. Teacher integrate ideas about vocabulary words from multiple sources
- j. Teacher motivate students to think deeply about new vocabulary words summarize a spoken or written text by identifying the main ideas.



## Classroom Implementation

The teacher can teach Word definition map to help ELLs to define a word and bridge students' prior ideas with new information. Word definition map is effective for supporting vocabulary development and internalizing strategies for defining and clarifying word meaning. The teacher:

- a) Explains the assignment and sets expectations for students.
- b) Assigns students to read in groups and models how to identify and underline difficult words in the text they are reading.
- c) Models the task by selecting a difficult word and thinks aloud about its definition, what she/he knows about it, and if he/she has seen it on television or movies. For example, for *disaster*, the teacher thinks aloud and lists: earthquake, wildfire, drought, famine, hurricane, tsunami, flood, and landslide. She/he models how to fill the definition map on the overhead projector.
- d) Directs students to work in groups to select difficult words from the class text, brainstorm on their meanings, and provide examples, visual illustrations, and personal connections.
- e) Asks the groups to fill the map (see Figure 3) and directs each group to present its map to the class.



## References

Holland C. J., KobasigawaA.(1980). Observational learning

Vygotsky, L.S. (1978). *Mind in society*. M.Cole, V. John-Steiner, S. Scribner, & E. Souberman (Eds.). Cambridge, MA: Harvard University Press.

Vygotsky, L.S. (1986). *Thought and language* (rev. ed.). A Kozulin (Ed.). Cambridge, MA: The MIT Press.