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Peer Review of Teaching Benchmark Portfolio

TEAC 413M: Teaching Multilingual Learners in Content Areas

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Abstract

The purpose of this benchmark portfolio was to trace the process of designing, teaching and assessing TEAC 413M: Teaching Multilingual Learners in Content Areas, a required course for the B.Ed secondary education major. My objectives for this portfolio are to: a) document the impacts of different instructional strategies employed in TEAC 413M, and to b) reflect on the course success and shortcomings and develop pathways for the future course design and development. A secondary goal was to examine translation of course content into students' own teaching and planning for their students through a variety of activities and assessments throughout the semester. Specific instructional procedures for the TEAC 413M included lecture-discussion method, biweekly reflections, jigsaws, search for and discussion of teaching materials that are linguistically and culturally appropriate for diverse learners, charting, small group discussions and asynchronous discussions. Assessment procedures included pre and post course surveys, inquiry activities, planning instruction and portfolios. Qualitative analysis of the collected data was carried out through content analysis. Results show substantial growth in different course focus areas as demonstrated in students work/artifacts.

Keywords: Teaching multilingual students, assessment, instructional planning, reflection

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Introduction

This benchmark portfolio reflects on my experience with designing and teaching TEAC 413M: Teaching Multilingual Learners in Content Areas. My objectives for this portfolio are to: document the impacts of different instructional strategies employed in TEAC 413M: Teaching Multilingual Learners in Content Areas, and to reflect on the course success and shortcomings and develop pathways for the future course design and development. A secondary goal was to examine the translation of course content into students own teaching and planning for their students through a variety of activities and assessments throughout the semester. This course is offered in the Department of Teaching Learning and Teacher Education. This was the first time I have this course with undergraduate students, secondary majors only and in a face to face format, although the final third of the course was taught asynchronously as a result of remote teaching necessitated by Covid-19. There were 22 students, all secondary education majors in their junior or senior year.

Course Description

This is a teacher education course and it focuses on multilingual learners (often referred to as English learners or ELs) curriculum development and instruction for students (grades 5-12) in a variety of language and program settings. As the U.S. population of multilingual learners in schools continues to grow, it has increasingly become important to consider how to teach multilingual learners in the content areas. This course emphasizes multilingual learners' literacy, content area instruction and materials selection. In this, we overtly consider how language instruction and content instruction are inextricably intertwined, and how the language instruction portion of teaching can be co-opted to support the content learning of students. We also consider who multilingual learners are and what dispositions, experiences, needs, and aspirations they bring to the classroom. The course examines theory and practice pertaining to important aspects of language acquisition, learning and multilingual learners. Topics related to second language acquisition

theories, cultural and linguistic diversity, instructional strategies, methodologies and assessment of multilingual students' learning, and, parental and community involvement are reviewed.

Course Organization and Rationale

This course is structured as follows: During the first five weeks of the class, we consider who multilingual learners are. We also reflect on existing assumptions and ideologies about multilingual learners and preparation of secondary school teachers to work with multilingual learners. Second, we consider strategies for teaching different content areas. Part of this include an examination of available materials for teaching multilingual learners in content areas that are culturally and linguistically appropriate. Third, we consider issues of pedagogy, aspects of instructional delivery that converts effective curriculum design into successfully engaging practice through designing instructional plans for different content areas. Finally, there is culminating portfolio assignment that is meant to best illustrate students' learning, growth and future plans to continue growing in developing understanding of the field. There are other several intermediate assignments that encourage students to design instructional materials that support success of all students. The organization of the course, therefore, is meant to guide students to learn gradually on the context of the targeted population, pedagogical issues, beliefs and ideologies, methods and strategies to fill in identified gaps and issues, and, finally to take charge by developing and designing their own materials and adapting the available materials to meet multilingual students' needs

Specific course objectives:

By the end of the course, students are expected to:

1. demonstrate an understanding of the second language acquisition processes of secondary learners,
2. be able to identify the general language demands of school (academic English) and some of the linguistic demands of individual content areas (e.g. the English for mathematics, science, social studies, language arts),

3. demonstrate an understanding of the ways culture and minority (ethnic, linguistic, cultural, and other) status can impact multilingual learners' language acquisition, academic achievement, and identity,
4. identify linguistically and culturally responsive instruction that is tailored to multilingual learners' needs,
5. create instructional plans for secondary content areas that meet the needs of multilingual learners, taking into account how second languages are learned and acquired, learners' social and academic needs, learners' cultural backgrounds, as well as curriculum standards and expectations.

Why this particular course?

I chose to create a teaching portfolio for this class for few reasons. First, this is a core course in my department and draws directly from my expertise through experience, training, teaching and research. It is a course I am passionate about teaching and developing other courses that could expand on the knowledge base related to this course. It is also noteworthy that this is the only required multilingual learners' (English learners) methods course for general classroom secondary education teachers, yet, statistics currently show that every teacher is most likely to encounter a multilingual learner in their classroom, whether prepared or not. For that reason, I chose to reflect about the course to identify successes and opportunities for growth through restructuring the course or developing related optional courses. Second, I would like to reflect on my experience with the course in the context of its objectives and student feedback, and document effective strategies in the course while also showcasing instructional methods, practices, and designed activities and how these enhanced the success of the course. Third, I want to document and analyze students' learning to gauge my students' preparedness to work with multilingual learners after completing this course. Fourth, this portfolio provides a broad overview of the entire course. I examine my own teaching methods and showcase my students learning, showing both my students' efforts and my efforts.

Teaching Methods, Course Materials and Activities

In this course we utilized a variety of methods. These included lecture-discussion, material search project, jigsaw, reflections, an inquiry project, and asynchronous discussion.

Professor fronted lectures were used mainly at the beginning of the semester to help students understand aspects of the course that related to facts, concepts, and theories, to make them clear and demonstrate their application in teaching and learning of additional languages. My lecture presentations included open-ended questions to stimulate argumentation and critical thinking skills about the content, and to create a sense of belonging. Small group and whole class discussions were utilized to discuss different theoretical concepts and application in the classroom. Specifically, my lectures were structured as follows: Introduction included objectives for the day, presentation, explanation of key theoretical concepts in a whole group setting; small group tasks with different topics for students to explore, clarify their thinking and taking professional opinions; whole class discussion of the different issues presented to small groups; summary of the main points in the discussions as per the objectives, and linking to new ideas in the discussion. The small group discussions allowed me to observe students understanding of the concepts, ask clarifying questions and clarify and fill any gaps in their comprehension. The lecture-discussion methods allowed us to meet the first three objectives (Appendix 1), particularly building understanding of the theoretical concepts that undergird the practice of planning instruction and teaching multilingual learners.

Material search and collaboration: To expose students to available resources on teaching linguistically and culturally diverse learners, students conducted collaborative research into various strategies for teaching multilingual learners at different English proficiency levels. Students explored such resources as websites, videos, lesson plans, readings, dictionaries, encyclopedias, books, magazines, newspapers, songs, poems, illustrations, blogs (etc.) that would be helpful to teachers of multilingual learners in their subject areas. Students shared their findings in class as part of small group and whole class discussions. This was partly carried out in class and out of class. The

class discussions based on this inquiry project allowed students to understand the field of teaching multilingual students more broadly, particularly regarding the available resources to support the instructional strategies presented in the course. This activity aligned closely with the last two objectives (Appendix 1). Students interacted with and annotated a few resources that they deemed appropriate for teaching multilingual learners based on the knowledge acquired from the course.

Students were guided to make reflections based on their understanding of the course materials. Students were guided to provide a brief summary detailing factual information based on the readings, a narrative of their understanding, introducing any ideas that they encounter from readings and including thoughts, questions, alternative viewpoints, impressions, etc., and commenting on what this information meant for teaching multilingual learners. The reflections created a space for students to critically engage with the readings, their experiences, and professional opinions. They also enhanced student engagement and led to rich in-class discussions.

There were extensive readings to expose students to the pluralistic nature of our classrooms today, and this required a jigsaw strategy to complete and discuss these materials within a limited time. As noted earlier, this course is the only required course on teaching multilingual learners for secondary education major. Exposure to as much literature, research, practical strategies as possible in this course are paramount, to pique students' interest in educating themselves about language education. To achieve this, jigsaw strategy enabled us to share extensively on the practices, research and theory, as well as the realities, opportunities and challenges that multilingual learners and their teachers have to work with.

We utilized asynchronous discussions in this course particularly after remote teaching began towards the end of March due to the COVID-19 pandemic. I developed guidelines to allow students to engage with the course material, peers and instructor in the online platform. The following served as a guideline and it allowed for a well thought-out and interesting contributions to the conversation/discussion board posts and students' responses to peers.

Quality	Relevance	Contribution	Global Picture	Points
Appropriate comments; thoughtful, reflective, and respectful of their student's postings	Clear reference to assignment or prior posting being discussed	Crafted an original response to the prompt and provided meaningful feedback to 2 or more classmates. Furthers discussion with questions or statements that encourage others to respond.	Clearly connects the posting or references to texts or reference points from previous reading, activities, and discussions	3
Appropriate comments and responds respectfully to other students' postings	Some reference to the assignment	Crafted an original response to the prompt but did not provide meaningful feedback to 2 or more classmates. Participates but does not post anything that encourages others to respond to the post	Vague or possible connection to reference points from previous readings, activities and discussions.	2
Responds but with minimum effort (i.e. with "I agree with Suh...")	Posting is not attached to the right discussion board, but does not clearly reflect the assignment	Provided meaningful feedback to 2 or more classmates but did not craft an original response to the prompt. Less than required number of posting or does not further any discussions	Does not mention the text or does so without a logical link.	1
No activity; did not respond to the forum and/or did not respond by the listed deadlines				0

This was the first time that I taught TEAC 413M using a face to face in-class delivery method. In the previous years, I taught the course as an online mixed graduate/undergraduate course. Reflecting on the course methods utilized suggests successes and opportunities for growth and diversifying teaching strategies. Of note however, is that as an educator I keep adjusting strategies depending on the students enrolled in my course. For this particular course, small group class discussions worked extremely well, where students contributed greatly based on their experiences and assigned readings, all of which created a community of learners and inquirers.

Based on this observation, I plan to create more in-class activities that enhance student engagement among themselves, with the material, and with the instructor.

In utilizing the methods above, we employed audiovisual integration to more effectively explore key ideas that were discussed in class. Students also engaged in charting their understandings and creating multimodal images that reflected their learning and understandings at different points during the semester. Taken together, the teaching strategies employed in this course were aimed at meeting the stated course objectives.

Analysis of Students' Learning

I analyzed students learning using a variety of assessment tools. These included: Biweekly reflections of readings, pre-post survey course questions, and lesson planning, particularly adjusting lesson plans prepared for general classroom students to include teaching and learning strategies for working with multilingual students. The findings that I am going to discuss here relate to three of the evaluations throughout the semester. These are: Pre- and post-surveys, lesson plans from two focal students, and course portfolios. Additionally, I utilize case study methods (Stake, 2005) and purposive sampling to showcase learning that took place in the course. As a whole case, I present bar graphs to showcase how students met the general course objectives based on a few questions that are directly related to the course objectives. We used whole class discussions for specific aspects of the course, including language acquisition processes, academic language demands, and teaching as a cultural performance.

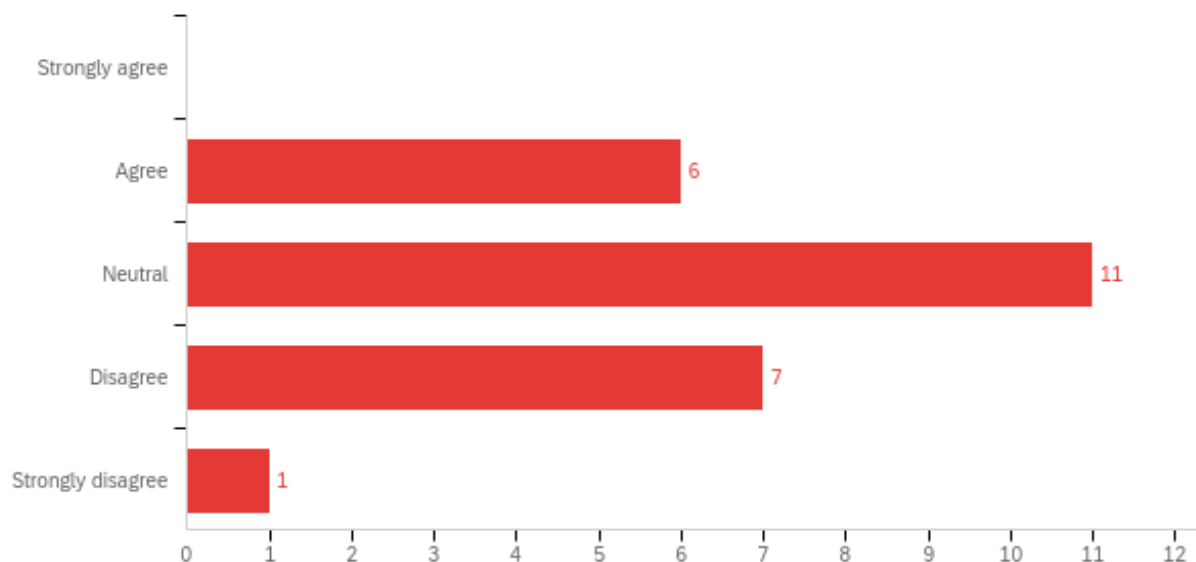
Pre- and Post-Surveys

I developed surveys that included five major statements that would enable testing of the course objectives, by capturing the entry knowledge and documenting growth by the end of the course. The surveys were administered through the UNL Qualtrics. The pre- and post-surveys evaluated students' knowledge regarding some of the course goals and objectives. I drew from the

work of Samway and Mckeon (2007) that shows common (false) dispositions regarding teaching of multilingual learners in American classrooms, and related them to the course objectives. These included language acquisition processes, home language orientations, curriculum for teaching multilingual learners, culturally sustaining pedagogy, and social and academic language development. Below, I present whole class responses to five *key statements* (numbered 1-5) based on pre- and post-surveys (tables 1-10) followed by qualitative responses (verbatim) obtained from the participants. I also provide brief interpretation of each finding as it relates to the five course objectives.

1. Students have acquired a second language once they can speak it (pre-).

Table 1.



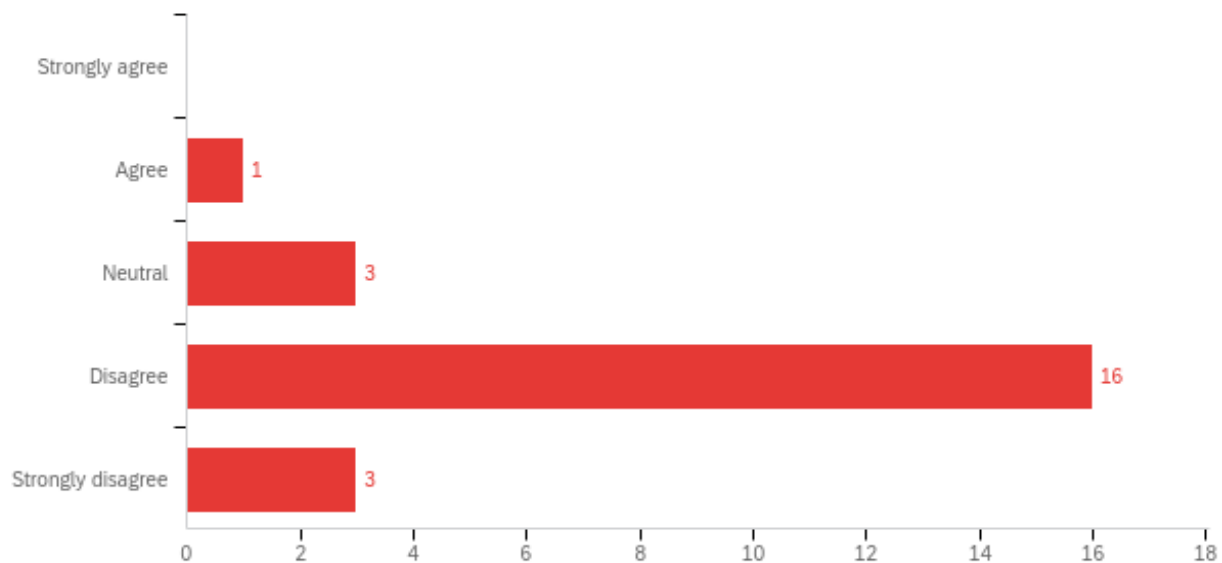
In a survey conducted at the beginning of the course, I asked my students to comment on their view regarding secondary students who they would be expected to teach at the end of their program. Specifically, I asked them to comment on this statement: *Students have acquired a second language once they can speak it (pre-)*. In their response, 24% (6 students) of participants agreed with the statement, 44% (11) remained neutral, while 28% (7) disagreed and 4% (1) strongly disagreed. (please see Table 1 above).

The students were asked to comment on the same statement at the end of the course. Their responses are summarized in Table 2 below.

NB: Note that in some cases, the number of student responses in the pre- and post-surveys are not the same. I have captured any existing disparities by presenting survey results as percentages and also as actual number of respondents.

1. Students have acquired a second language once they can speak it (post).

Table 2.



At the end of the course, 4.4% of students who responded agreed with the statement, 13% (3 students) remained neutral, 69.6% (16 students) disagreed while 13% (3) strongly disagreed. Results from students' comments at the end of the course show that approximately 80% (disagree and strongly disagree) as compared to 32% (disagree and strongly disagree at the beginning of the course). This suggests that 80% of all students grasped the concepts of social language, academic language and language acquisition processes (objectives 1&2). Some excerpts of qualitative data provided by those who disagreed or strongly disagreed affirm this observation: A few students noted the following:

*“Children must also learn **academic language**, as well as how to read and write in their second language.”*

*“Being able to speak a language is only one **aspect of knowing the language**. In order to truly acquire the language, students should also be **able to read and write in that language**.”*

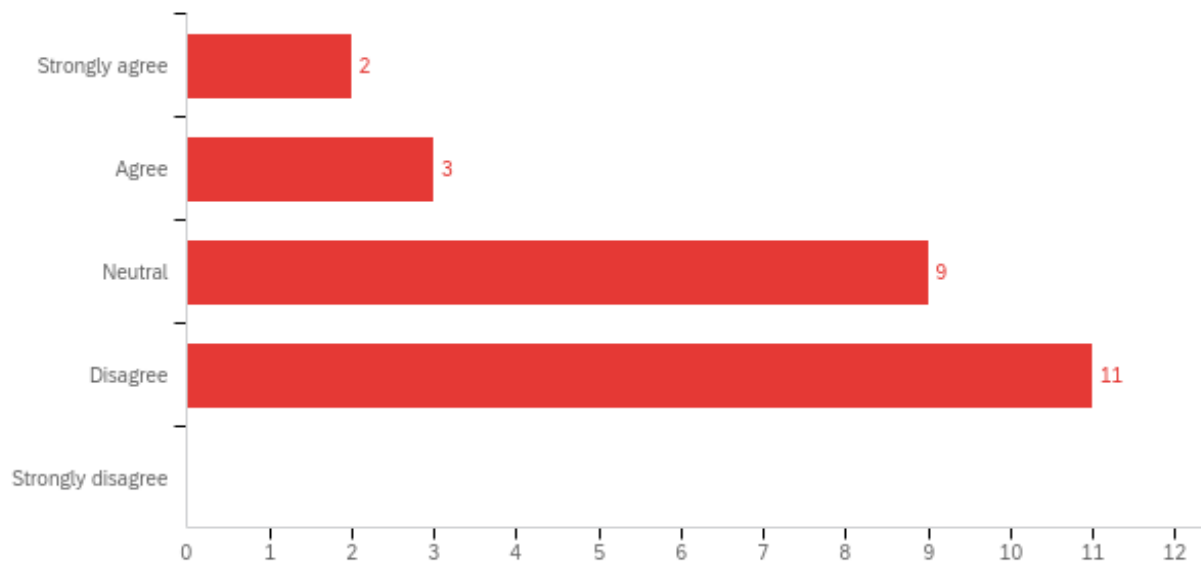
“Speaking a language is not acquiring a language, since language includes writing and reading. Second language acquisition requires full learning of a second language. This being both oral and written.”

*“Just because a student **can speak a language** doesn't mean that they have gained **comprehension**, or that they are fluent.”*

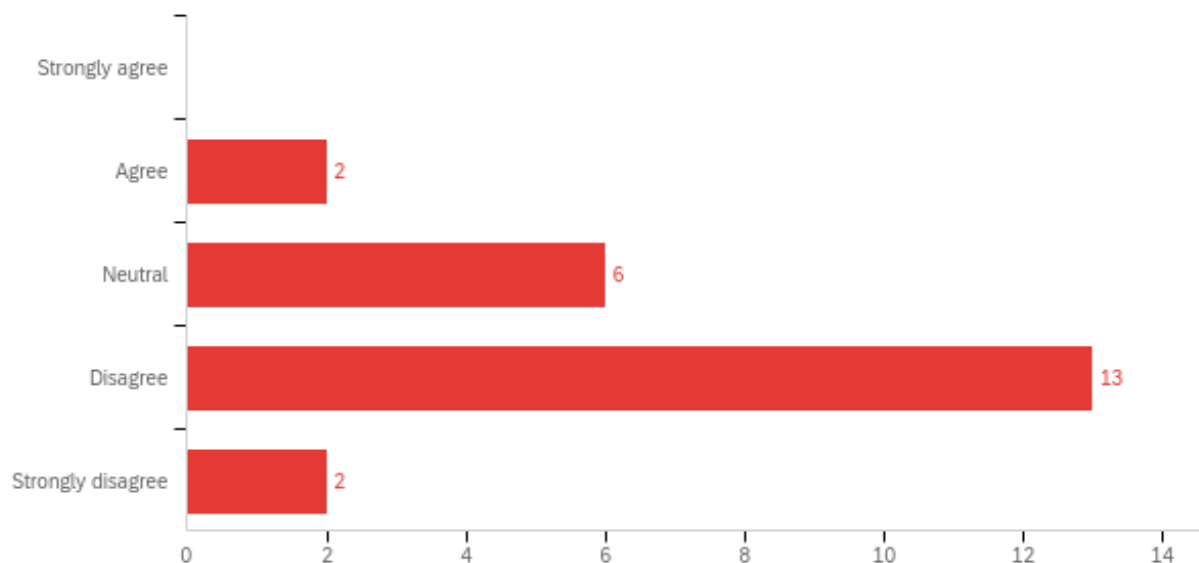
(NB: Bold is used to emphasize aspects that directly speaks to meeting course objectives).

The bolded words in students’ qualitative responses suggest an accomplishment, in challenging students thinking about the process of additional language acquisition and ability to differentiate between social and academic language in their students. The second question that students were asked to comment on was: *Students must acquire oral language before literacy*. Their comments at the start of the course are summarized in Table 3.

2. Students must acquire oral language before literacy (pre-) Table 3.



2. Students must acquire oral language before literacy (post) Table 4.



The second question was meant to elicit understandings based on four of the objectives (1, 2, 4, 5). In addition to eliciting understanding of social language versus academic language, this prompt provided students with space to think about differentiating instruction for multilingual learners using effective strategies that can create a smooth transition in allowing access to appropriate level of content literacy. In the pre-survey, 8% (or 2 students) of the respondents strongly agreed with the statement, 12% (3) agreed, 36% (9) were neutral, and 44% (11) disagreed. In the post-survey, 0% strongly agreed, 8.7% agree (2), 26% (6) remained neutral, 57% (13) disagreed and 8.7% (2) strongly disagreed with the statement, *Students must acquire oral language before literacy* (Table 4). This shows that 8% of the students who responded shifted their thinking completely by the end of the course, and, 65% either disagreed or strongly disagree. This finding is a result of students learning different strategies for teaching content knowledge to newcomers and multilingual students who are at early stages of English language acquisition. The (my) students felt some confidence and preparedness to attend to such (their) students after completing the course. The finding also suggests that understanding of language development process (silent period, for example) challenges the misconception of holding off content instruction until students are able to speak English (Samway

& Mckeon, 2007). Selected qualitative responses below demonstrate students' understanding further:

"I think whatever you learn first could be a resource to learn the other."

"Not all students acquire a language in the same way; it may be easier for some to read and write in a new language before having to speak it."

"I am not sure on this one. I can see a situation where someone can read a language without speaking it."

"While being able to speak it may increase the ability to read it, this is simply not true. As all students learn differently, to generalize and say that students must acquire the language orally first is false."

"Students can learn how to read the language before they learn to speak it orally."

"The learning of language comes in different methods, so literacy may come before oral language."

3. Once second language learners are able to speak reasonably fluently, their problems are likely to be over in school.

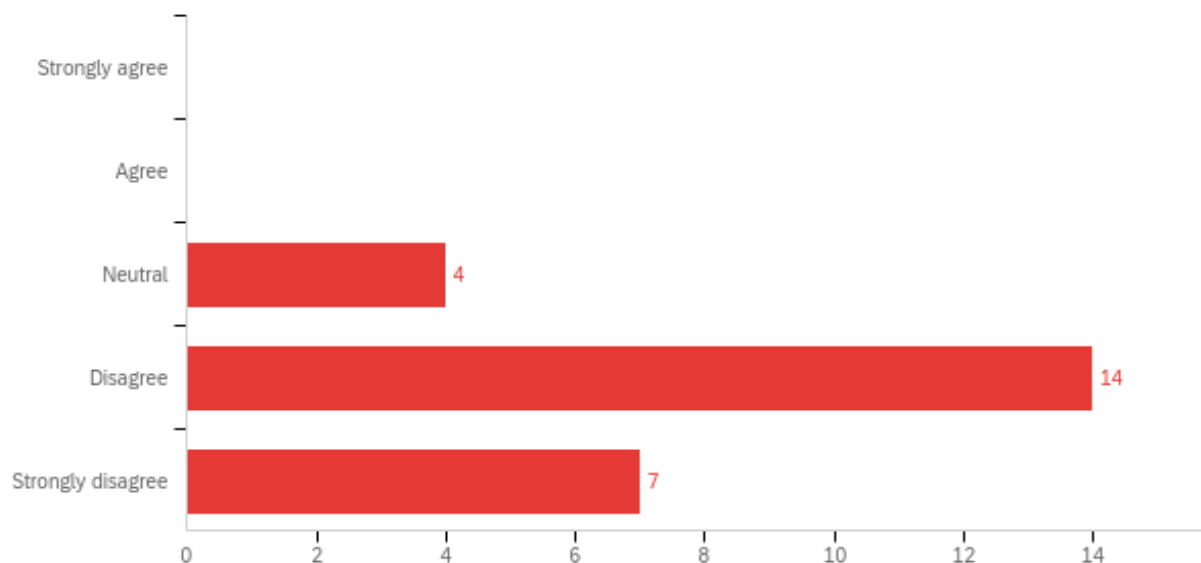
The third statement, *once second language learners are able to speak reasonably fluently, their problems are likely to be over in school*, was drawn from Samway and Mckeon (2007, p. 30).

It is based on the fact that ability to speak conversation English does not guarantee that students will be able to use language effectively in academic settings, subjects, etc. This relates to all the objectives (1-5) above but pushes students to think more specifically about theories of language acquisition and content areas strategies for multilingual students. Specific content domains (math, science, social studies) are associated with specific varieties of language, complex language that is less contextualized (Cummins, 2013), and demand a higher cognitive load for the students.

In the pre-test survey, 16% (4 students) were neutral, 56% (14) disagreed, and 28% (7) disagreed with the statement as shown in Table 5.

3. Once second language learners are able to speak reasonably fluently, their problems are likely to be over in school (pre-)

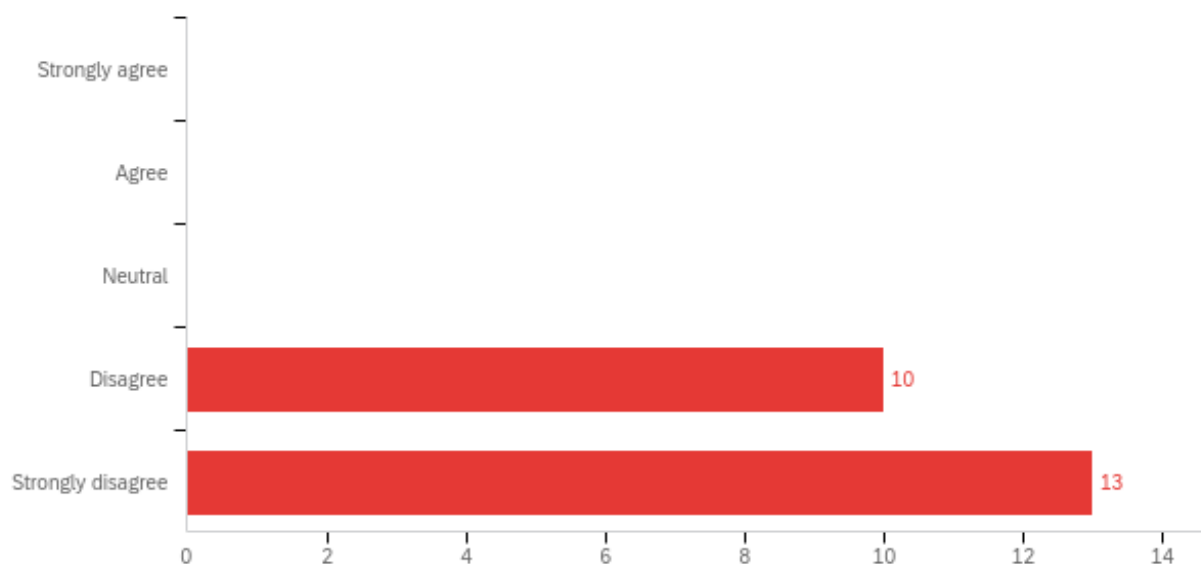
Table 5.



Student comments at the end of the course are summarized in Table 6 below.

3. Once second language learners are able to speak reasonably fluently, their problems are likely to be over in school (post).

Table 6.



At the end of the course, post survey results showed a complete shift in student views: neutral, 0%, 43.5% (10 students) disagreed, and 56.5% (13 students) strongly disagreed with the assertion.

Qualitative responses for this complete shift indicated:

“Reading comprehension and literacy are not the same as oral speech.”
“While they can understand the language, that does not stop discrimination that can come along with being an ELL.”

*“ELL students can take as long as **seven years** to simply catch up to their peers' grade level average requirements.”*

“False, because social language is different than academic language.”

*“Knowing the language doesn't mean you understand the many other **intricacies of the culture and practices.**”*

*“This does not **account for cultural differences.**”*

*“Even if second language learners can speak English well, they still will have difficulties such as not understanding certain **social situations or cultural contexts** that are new to them.”*

“Fluency in a language doesn't guarantee a lack of problems. There can be any number of issues such as lack of reading comprehension or stressors that may show up in school (such as immigration).”

*“Second language learners also have to learn different **cultural norms** than they are used to. They are **disproportionately affected by cultural and language barriers** than other peers are.”*

*“There's a difference between **social vocabulary and academic vocabulary.** We also have a lot of nuances in our language that could present problems to the students.”*

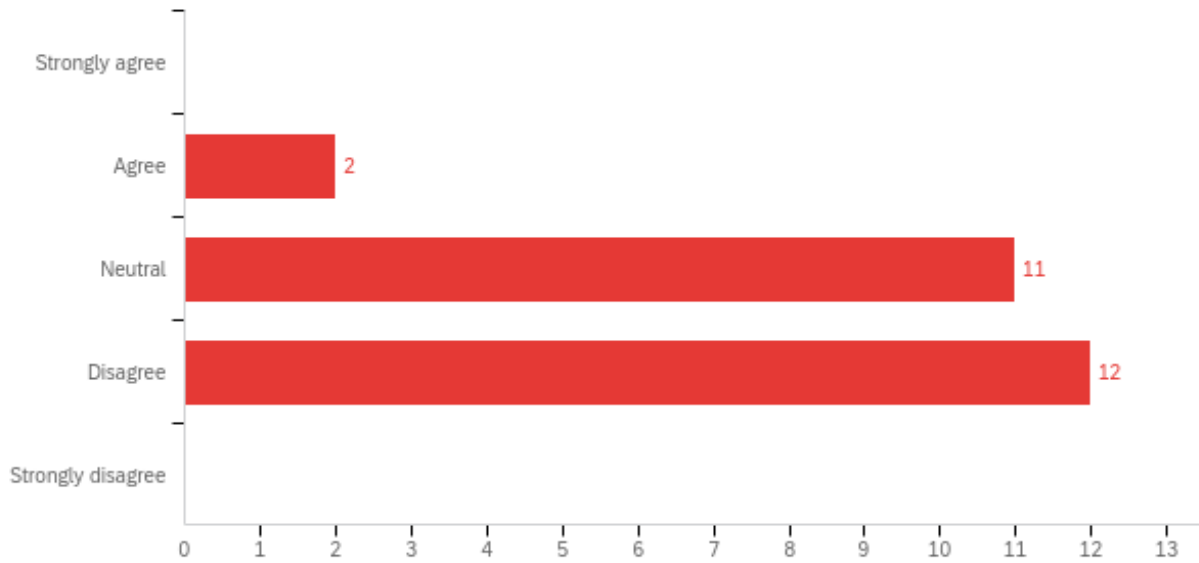
(Emphasis added).

Students' qualitative responses above pointed to the intricate connection between language and culture (objective 3) and all the other 4 objectives of the course.

4. Children at lower levels of English proficiency should be encouraged to use only English in the classroom. If they maintain the use of their first language, they are likely to have difficulties learning English (pre-).

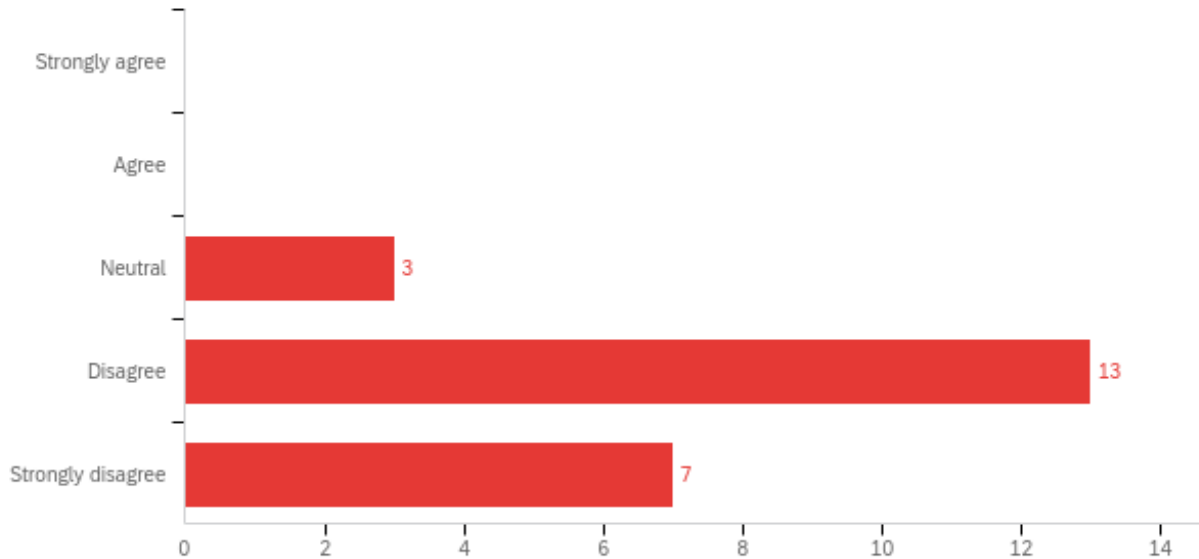
The fourth statement was meant to assess students' knowledge in using multiple communicative repertoires and linguistic funds of knowledge found in children's homes. Table 7 and below show the results based on the statement that, *Children at lower levels of English proficiency should be encouraged to use only English in the classroom. If they maintain the use of their first language, they are likely to have difficulties learning English.*

Table 7.



4. Children at lower levels of English proficiency should be encouraged to use only English in the classroom. If they maintain the use of their first language, they are likely to have difficulties learning English (Post).

Table 8



The pre-survey results (Table 7) show that about 8% (2) agree, 44% (11) were neutral, and 48% (12) disagree. Post survey results (Table 8) show that no one agreed any longer to the statement, 13% remained neutral, 56.5% disagreed and 30.5 % strongly disagreed. This proposition addressed objectives 3-5 of the course, in ways that it captures the aspects of language, culture, and multilingual strategies such as inclusion of bilingual books, and translanguaging, most effective

with multilingual learners. The students' growth is seen mostly in the ways that no one agreed with the assertion any longer, the neutral percentages reduced significantly (difference of 31%), and about 87% of students disagreed with assertion. Significant is the fact that strongly disagree grew from 0 to 30.5%. This finding is an indication that students have mastered why home languages provide spontaneous knowledge and funds of knowledge which could enable multilingual students to develop systematic school knowledge. Qualitative responses by the students suggested this growth as well. Students noted:

*“No matter what level students are at with their English language acquisition skills, they should always be encouraged and **supported in using their native language** in the classroom, as it is **a part of that student's identity.**”*

“Retaining their first language should have no negative effects on their English.”

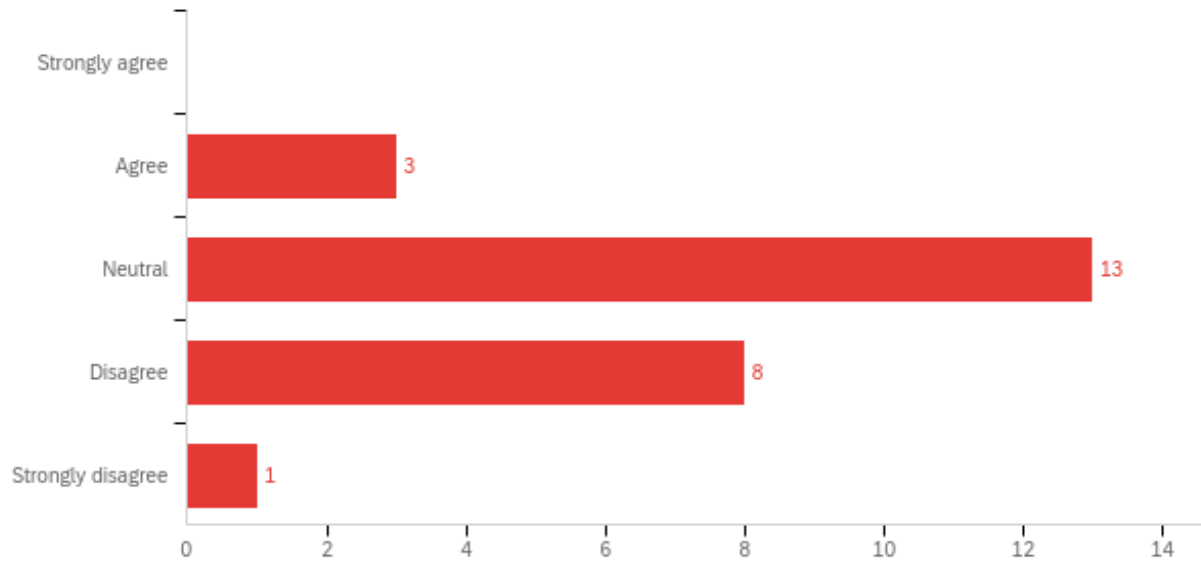
*“**Lesson plans can be modified to be inclusive of all students, not just ELLs.**”*

*“Using English is a good way to learn, but that **shouldn't come at a cost of the native language.**”*

5. Students at lower levels of English proficiency should only work with easy texts and tasks (pre).

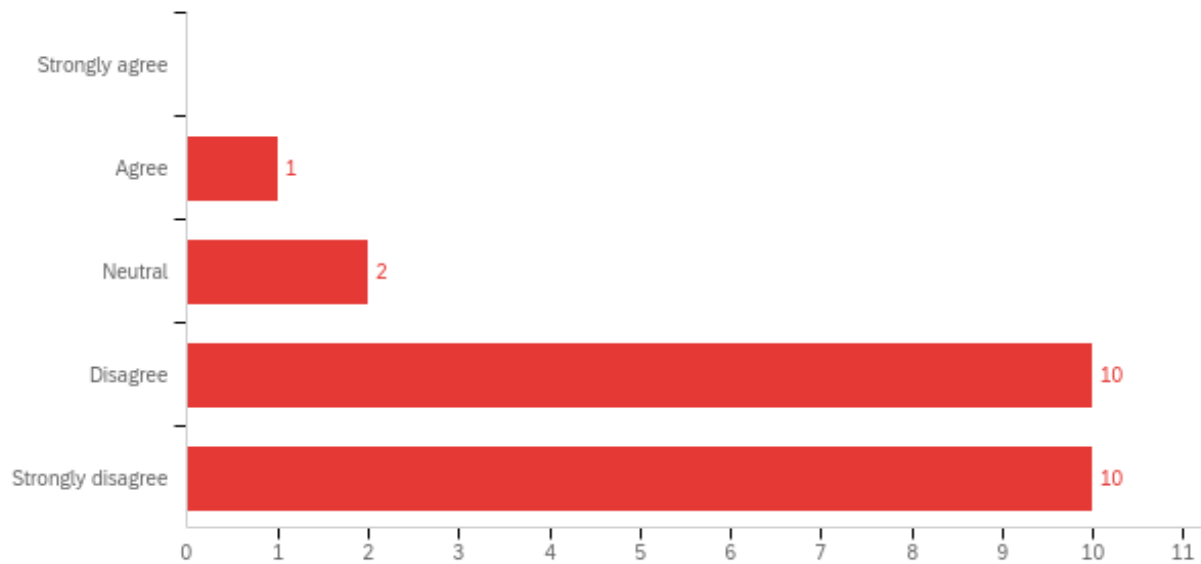
The fourth statement assessed students' growth in choosing teaching strategies that would be suitable for newcomer students whose proficiency in English is low, by prompting students to comment on the statement above, that, *students at lower levels of English proficiency should only work with easy texts and tasks*, in tables 9 and 10 below:

Table 9.



5. Students at lower levels of English proficiency should only work with easy texts and tasks (post).

Table 10.



Pre-survey results (Table 9) show that 12% (3) agree, 52% (13) neutral, 32% (8) disagree and only 4% (1) strongly disagreed.

Post-survey results (Table 10) show a big shift, still 4.3% (1) agree, 8.7 (2) neutral, 43.5% (10) disagree, and 43.5% (10) strongly disagree. The findings here show that at the end of the course, 87% of students either disagreed or strongly disagreed with this proposition. This is a mark of important growth. First, realizing that multilingual students need appropriate level curriculum rather

than a watered down one. It also suggests that students are developing a grasp of strategies for teaching content to multilingual learners at different stages of English language proficiency.

Students' qualitative responses also indicated growth. For example:

"It is beneficial to have students work at the outer edge of their ZPD when learning a new skill, but for reinforcement, it should be a little more inside the ZPD."

"Students should be challenged so that they continue to grow. They obviously shouldn't be given something so hard that they can't do it at all, but they can't be given something so easy that they aren't learning from it."

"All students should be challenged in the same way, regardless of their English proficiency level, as these challenges will help them further improve their language acquisition skills in the future."

"It is good to push students out of their comfort zone and not deprive them of the same opportunities that other students are receiving."

"Students deserve cognitively appropriate tasks and do not benefit from lower-level work."

"All students should be challenged in the same way, regardless of their English proficiency level, as these challenges will help them further improve their language acquisition skills in the future."

Responses to this question are a clear indication that students have mastered learning methods and related expertise to teach multilingual learners. Completion of course activities, exposed the learners to available resources, strategies for utilizing these resources in supporting multilingual learners to succeed. Through exposure to the course content, readings, reflections, and other course activities, there is a clear shift in teaching orientations towards multilingual learners and effective strategies. There still remain unanswered questions as demonstrated by the variations in responses. This proposition also relates to the next activity, that demonstrated growth from general education lesson planning to a more differentiated lesson plan for multilingual learners.

Lesson plans

The second assessment activity was adapting a general classroom lesson plan to include the concepts and strategies for teaching multilingual students. In this section, I will focus on artifacts from two students' work to highlight different accommodations made out of growth and learning about working with multilingual learners. In this activity, the focus was particularly assessing objective 5, regarding planning instruction for teaching multilingual learners. Students were asked

to modify a lesson plan they have developed earlier in their content classrooms for multilingual learners (Appendix 1). This project was also considered a culmination of all the course objectives, in that effective lesson plans needed to include all aspects of the course. I was particularly looking for inclusion of language objectives in addition to content objectives, building connections (personal, academic and pedagogical connection), accommodations made for multilingual learners to access content literacy in English, engaging tasks, and assessment of both language and content objectives.

I conducted content analysis based on the two sets of lesson plans to highlight incidences of learning and challenges to meeting the course objectives. I highlight the differences between the two lesson plans (initial and adapted), particularly focusing on potential growth in planning instruction based on the provided guidelines. General findings based on the lesson plan assessment suggested that students developed knowledge on use of different strategies to differentiate instruction for multilingual learners. Particularly, lesson plans demonstrated knowledge in writing content and language objectives, making linguistic, cultural, pedagogic connections, and developing engaging tasks for multilingual learners. I provide brief analysis based on lesson plans of two students below:

Aloa (Appendix 2A) (all names are pseudonyms)

Aloa presented a 9th grade physical science lesson on Energy Conservation. Key differences between the lesson plans included: a) statement of lesson objectives. The adapted lesson plan included both language and content objectives. These were clearly stated in observable and measurable terms, b) Inclusion of multiple languages where possible and attempts to make cultural connections to students in class, c) Inclusion of a variety of strategies and multiple assessment strategies. In the revised lesson plan, Aloa attended to both social and academic language in the physical science lesson plan as opposed to draft plan. The lesson plan documents significant growth. The lesson plan reflection (Appendix 2A) further discusses the changes and the rationale for these changes that the student made.

Giga: Appendix 2B

The second lesson plan also suggests significant improvement in terms of modifying it for multilingual learners and attending to both linguistic and cultural needs of multilingual students. Specific adaptations included: a) language and content objectives, b) pre-teaching certain vocabulary items, c) use of graphic organizers, and, d) inclusion of native languages in class discussions or translanguaging. The student also document growth in the reflection portion of the assignment by documenting the changes that were implemented while providing the rationale for each adaptation.

Portfolios

This activity was meant to allow students to assess their own learning after their engagement with the course materials for the semester. Students were asked to document individual growth and development as a future teacher of multilingual learners and discuss how completing the course had influenced their worldview regarding working with diverse communities (immigrant status, English language proficiency level, race, culture, etc.). This assignment allowed students to document their own transformations based on the exposure to the course as well as raise critical questions and areas of future growth in their own journeys.

Majority of the students reflected on their upbringing in rural Nebraska and limited interaction with multilingual students in their own schooling. The writer/author of portfolio A (Appendix 3) laments the lack of exposure to multilingual learners and his plans to work in rural Nebraska. However, this student acknowledges the tools and strategies gained as valuable for all students. The author of portfolio B reflected on developing knowledge of self as special education teacher, while acknowledging the overrepresentation of multilingual learners in special education. The author reflects further on tools and strategies gained from the course, particularly allowing and use of students' home languages as assets in the classroom and translanguaging pedagogy. The over-arching themes in students' essays where: a) realization that home languages are assets for

teaching multilingual learners, b) differentiations between social language and academic language, that fluency in English does not suggest academic language, and, the importance of knowing students in order to make connections/build on their background knowledge in planning and instructing them. Students who had been labeled as ELL growing up had slightly different content that was note-worthy. The author of portfolio C documented personal experiences as a multilingual learner, labeled “ELL”, a term that carried some stigma. The author reflects on personal love/hate relationship with school growing up, mainly because of language and cultural differences that were not appreciated at school. Reviving this experience was critical, as the student could personally /experientially relate the need to develop inclusive classroom environments and utilize culturally sustaining pedagogies (Alim & Paris, 2017); which was one of the course goals. Below I share portfolios of three students that document their growth and future plans (Appendix 3). Students’ growth and future plans are reflected powerfully in that the learning is reflected in students own voices.

Reflection

The process of writing this portfolio for the course has enlightened me on the process of developing a course, particularly ensuring that the course goals and objectives are reflected in both course activities and assessments in clear manner. Using the tabular format provided in Bernstein, et al. (2006, p. 40-41), helped me to plan and make reading choices, activities and assignments that supported learning and meeting the course objectives. This also helped in reducing redundancy as well as reducing extra readings for my students, and deeply exploring selected resources thoughtfully. Aligning objectives to selected activities and assessments was critical. I think this was beneficial for my students.

This was the first time I taught this course for undergraduate secondary major students only. One of my objectives was to assess my own teaching as well as my students’ learning from the course. As noted earlier, this is the only required course for secondary education majors that focuses

solely on working with multilingual learners. Therefore, the content, and content presentation are important to provide an open door and possibly pique interest of future educators who may want to explore further the teaching of multilingual learners. Teaching methods included a mix of lecture-discussion, videos, group presentations and asynchronous discussions following remote learning predated by Covid-19. Particular class activities included jigsaw discussions, small group and whole group discussions, partner dialogues, group writing, etc. Analysis of initial surveys suggested that students had misconceived notions relating the course main goals. This entry behavior/knowledge shaped the ways I structured discussion questions as the course progressed, in order to explore and support students as they debunked their predispositions and myths through completion of course readings and their own research. The course assessments suggested growth in many aspects of the course, and that the course objectives were met.

This portfolio has contributed to my growth in many ways. First, I have learned to be intentional in choosing all course activities and assessments. This will reduce any superfluous material from the course. At the same time, I plan to include more inquiry-based activities where students can conduct their own research related to the course main goals and share with peers. Opening these platforms will provide space to extend learning beyond the classroom doors.

I feel empowered to continue asking important questions on the effectiveness of my instruction and students' learning, and, I plan to continue making evidence-based decisions on the choice of course resources, intentional choices on course activities and assessments as well as creating a space for extension of knowledge development beyond the classroom walls.

Limitations

This study was interrupted at the middle of the semester by Covid-19. Instruction delivery was changed to remote learning as a result and this may have impacted on the ways students responded to learning from the course. However, students' work reflects growth, optimism and desire to continue learning about better ways to support multilingual learners in their schooling.

References

- Alim, H. S., & Paris, D. (2017). What is culturally sustaining pedagogy and why does it matter? In D. Paris & H. S. Alim (Eds.), *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world* (pp. 1-21). New York, NY: Teachers College Press.
- Bernstein, D., Burnett, A. N., Goodburn, A.M., & Savory, P., (2006). *Making teaching and learning visible: Course portfolios and the peer review of teaching*. Anker Publishing Company.
- Cummins, J. (2013). BICS and CALP: Empirical support, theoretical status, and policy implications of a controversial distinction. In M. R. Hawkins (Ed.), *Framing languages and literacies: Socially situated views and perspectives* (pp. 10-23). New York: Routledge.
- Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*, 41(3), 93-97. doi:10.3102/0013189x12441244
- Samway, K.D. & McKeon, D. (2007). *Myths and realities: Best practices for English language learners* (2nd ed.). Portsmouth, NH: Heinemann.

Appendices

NB: The Appendices keep the initial formatting style.

Appendix 1: Syllabus

TEAC 413M: Teaching Multilingual learners in Secondary Content Areas

Spring 2020

Instructor: Dr. Lydiah Kiramba	Venue: BEAD N 176 City
Email: lkiramba2@unl.edu	Meeting time: Monday 12:00-2:50pm
Office: Henzlik Hall 61F	Office hours: M & R 10:00am-12:00pm and by appointment

Course Description

This is a teacher education course that focuses on multilingual learners (often referred to as English Language Learners (ELLs)) curriculum development and instruction for students (grades 5-12) in a variety of language and program settings. This course emphasizes multilingual learners' literacy, content area instruction and materials selection. The course examines theory and practice pertaining to important aspects of learning and teaching multilingual learners. Topics related to second language acquisition theories, cultural and linguistic diversity, parental and community involvement are reviewed. Also included are instructional strategies, methodologies and assessment of students learning

Course Objectives

By the end of the course, you will:

- demonstrate an understanding of the second language acquisition processes of secondary learners,
- be able to identify the general language demands of school (academic English) and some of the linguistic demands of individual content areas (e.g. the English of mathematics, science, social studies, language arts),
- analyze, appreciate and critique the available instructional materials used in the teaching of multilingual learners,
- demonstrate an understanding of the ways culture and minority (ethnic, linguistic, cultural, and other) status can impact multilingual learners' language acquisition, academic achievement, and identity,
- identify linguistically and culturally responsive instruction that is tailored to multilingual learners' needs,
- create instructional plans for secondary content areas that meet the needs of multilingual learners, taking into account how second languages are learned and acquired, learners' social and academic needs, learners' cultural backgrounds, as well as curriculum standards and expectations.

Grading scale:

A+ = 100% A = 93% -99% A- = 90% - 92.4% B+ = 88% - 89.4%

B = 83% - 87.4% B- = 85% - 87.5% B- = 80% - 82.5% C+ = 78% - 79.4% C = 73% - 77.4% C = 70% – 73.4% D+ = 68% - 69.4 D – 63% - 67.4% F = 62.4% and below

Papers with grades below 90% may be resubmitted for 1/2 credit points.

Late assignments: Assignments not turned in on the designated day will receive a lowered grade by (two [2] points). Assignments not turned in by the following class period will not be accepted and will receive a grade of 0 unless arrangements have been made with me prior to the due date. I will not remind you to turn in a missed assignment – however, you may check with me to see whether you are

missing assignments.

Personal Emergency

Please contact me by email—or in person—in the event of any emergency that affects your performance or participation in this class.

Course Evaluation

In addition to the end of course evaluation that you should complete (week 15), I may ask that you complete a mid-semester informal evaluation to provide me with feedback that could help me tailor the second half of the semester to meet your individual needs.

Academic Honesty and other Class Policies

This course adheres to the university policies on academic honesty. You can review those policies here: <http://stuafs.unl.edu/ja/code/three.shtml>. Academic dishonesty (including plagiarism) will result in a failing grade. Every student is expected to review and abide by the Academic Integrity Policy. Please note that you are responsible for reading this policy. Ignorance is not an excuse for any academic dishonesty.

Academic honesty is essential to the quality and integrity of this and any other UNL class. The responsibility for quality and integrity is shared by all members of the academic community. To clarify what these responsibilities entail for students, UNL has adopted a *Student Code of Conduct* (<http://www.unl.edu/sja/Student-Record-Policy.pdf>) that students are expected to adhere to.

Equal Opportunity and Access: UNL is committed to being a pluralistic, welcoming campus community through Affirmative Action and Equal Opportunity. It also assures reasonable accommodation under the Americans with Disabilities Act. This course follows university guidelines for ensuring accommodations of students with disabilities. Please see information provided by the University of Nebraska-Lincoln at <http://www.unl.edu/ssd/content/accommodations>. To obtain academic adjustments or auxiliary aids, contact the division of services for students with disabilities at <http://www.unl.edu/ssd/home>. If you need accommodations of any sort, please let me know in person, or by email as soon as possible.

Students with disabilities are encouraged to contact me confidentially about any needs for academic accommodation. It is UNL policy to provide flexible and individualized accommodations to students with documented disabilities that may affect their capacity to fully participate in class activities and/or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) Office, 132 Canfield Hall, 472-3787 (voice or TTY).

Incompletes

No incompletes will be given for this course unless there are extenuating circumstances. Please talk to the professor ASAP if such a situation arises. In any case, incompletes will be given only if a student has passed the first half of the course and provides evidence of a documented illness or family crisis which genuinely precludes successful completion of the course.

Course requirements/Assignments

Five major requirements for this course

1. Surveys (beginning and end of semester)	10
2. Reflective essays (4) (individual)	20
3. Material search project (group)	15
4. What teachers need to know (individual)	20
5. Instructional planning (individual)	20
6. Portfolio (individual)	15

Class Participation

Attendance, participation, and professional engagement are particularly important for this course. You will lose points for any undocumented absence; points may also be deducted if you arrive late, leave early, or do not participate fully during class. The instructor may, however, provide opportunities for you to make up lost points if you have a valid excused absence. In addition, based on the instructor's observations, anecdotal notes, and assessments of class work (e.g. the reading responses) you may be awarded points for participation and professional engagement. As far as participation, I will be looking for the following:

- Evidence demonstrating that you have read all the assigned readings
- Thoughtful responses to what you have read
- Participation in oral and written activities
- Contributions to class discussions
- Collaborating productively with peers in large and small group activities

Assignment 1

Surveys (Beginning and End) (10 pts.)

At the beginning and end of the semester, you are required to fill out two surveys. You will get 5 points for the survey that you complete at the beginning of the course and 5 points for survey that you complete at the end of the course. The first survey will be completed during week 1. The second set of surveys will be provided in week 14.

Assignment 2

Reflective essays and jigsaws (20 points)

Reflection plays an important role in teaching. At **four** points during the semester, you will be asked to reflect on the content we have covered in class, your growth, your takeaways, and how you envision using what you have learned in your future classrooms. This reflection should be at 2 pages, double-spaced, Times New Roman (12 pt.) font. About **five times** during the semester, you will participate in discussion group jigsaws in class. If you aren't familiar with jigsaws as a teaching strategy, please visit <http://www.readingrockets.org/strategies/jigsaw>. I will provide more information about this approach and how we will use it in our class. During these sessions, you will read the anchor text and then either read an additional reading that you will be an expert on and be able to teach other members of the class about, or you will engage in an activity or experience that you will similarly be able to share with other members of the class. The purpose of these jigsaw activities is for people to be able to explore a topic or activity of their particular interest and bring a diversity of perspective to our classroom discussions. We will sign up in class for particular readings. Jigsaw discussions will be considered as part of the class participation.

Assignment 3

Materials Search with Annotated Bibliography (15 points)

I will ask you to work in groups to select a language other than English (from the languages in Nebraska list), a grade level, and a curriculum area (literacy, math, science, social studies, art, etc.) and to find books, articles, websites, lesson plans, videos, references, dictionaries, etc. that would be helpful to a teacher of multilingual learners, who is teaching the speakers of this language in an ELL/multilingual classroom.

In groups of **three to four** students, you will search for resources and materials in your chosen language related to a specific topic, subject, and grade level. The resources and materials can include websites, videos, lesson plans, readings, dictionaries, encyclopedias, books, magazines, newspapers, books, songs, poems, illustrations, blogs (etc.) that would be helpful to (a) an ELL teacher or a bilingual teacher or other support personnel (aides, parents, tutors), family members, or students who could use

L1 materials to further an understanding of the topic or (b) an ESL teacher or classroom teacher or specialist who is working with speakers of the L1. Below are the specific instructions. Groups of three to four students will annotate at least 15-20 sources. Groups of three students will annotate 15 sources, groups of four, 20 sources.

Instructions

1. Decide on a grade level(s), topic, and subject (language arts, mathematics, science, social studies, art) by referring to the Nebraska State Standards <https://www.education.ne.gov/AcademicStandards/index.html> or the WiDA (2012) English Language Proficiency Standards. The WiDA (2012) English Language Proficiency Standards provides a chart of topics for instruction of K-12th graders in language arts, mathematics, science, and social studies.
2. Conduct an internet search of the topic to see what types of materials are available in your chosen language. If not, very many materials show up for your topic, then widen the search to include another related topic or focus broadly on the domain. Review the materials. Write down the address for the website and/or web pages and the date when you accessed it. Take notes on the content of the website/webpages and write a description of the material for your annotation.
3. Also look for language materials in bookstores, libraries, schools, and by contacting community agencies or members. Be sure to look through the required texts for possible websites, references, and materials.
4. Turn in an annotated bibliography of the materials for teaching multilingual learners by listing the citation for the resource/material and providing a paragraph in your own words about the content & usefulness of the material. The annotation should describe and evaluate the resource/material. You want between 20-30 annotations, depending on the size of the group. The annotations need to be typed (single-spaced is fine) with an extra space between them. An example of an annotation is shown below:

Herrera, S. G., Perez, D. R., & Escamilla, K. (2010). *Teaching reading to English Language Learners: Differentiated literacies*. Boston: Allyn & Bacon and Pearson. This book presents a "socio-psycholinguistic" view of the reading process for elementary-age English language learners. It shows teachers how to use an interactive approach to teach and/or develop phonemic awareness, phonics, vocabulary, comprehension, and fluency in English learners. It also discusses writing instruction. A major strength of the book is that it is based on a bilingual view of English learners. It also presents information and lists instructional resources for a range of L1 languages. A weakness is that it uses the National Reading Panel framework, which emphasizes the stage theory of reading (or more of a word recognition view of reading) and is drawn from research on monolingual, native-English speaking readers.

5. At the end of the annotated bibliography include a 1-2 pp. typed, double-spaced statement that describes the process you employed and the challenges and obstacles you encountered. Put sample web pages and sample pages from the materials you found in an appendix at the end of the annotated bibliography, where possible and necessary.
6. Your completed assignment should include your names, your chosen language, the grade level, topic, and subject at the top of the first page of your annotated bibliography. Then, this information should be followed by your annotated bibliography. The 1-2 pp. typed double-spaced reflective statement comes next.
7. Be sure to proof your writing!

Assignment 4

What Teachers Need to Know Project (15 pts.)

For this assignment, you are creating a presentation that illustrates what you think teachers need to know about multilingual learners and second language/bilingual language development based on a topic you have chosen to conduct further research on. Your audience is teachers who will work with multilingual learners, but who have not yet had the chance to learn about second language acquisition or bi-multilingual language development. Based on our readings and class discussions, you will select a topic (during Session 3), engage in additional research on that topic as well as relate it to assigned readings and class discussions. For your presentation, you will focus on what the critical information is that teachers need to know. You will submit a word document (via canvas) and make an in-class presentation (PowerPoint, Google Slides, Prezi, etc.) that delivers this information in an easily accessible way. Professionalism, creativity, and thoughtful synthesis of your topic as it relates to course topics and discussions will be rewarded and expected.

Assignment 5

Planning Instruction (20 pts.)

In this assignment you will apply and practice the concepts about methods and materials learned throughout the course. To demonstrate your new knowledge for planning meaningful instruction for multilingual learners, you will revise a lesson plan to be thoughtfully differentiated for a classroom with multilingual learners or emergent bilinguals.

In this assignment, you will modify a lesson plan that you have developed previously or develop a new one. You will submit the original plan for this assignment along with a revision of that plan to include language objectives and thoughtful instructional plans for multilingual learners/emergent bilinguals based on what we have learned and discussed in this class.

As a class, we will co-construct a rubric that will be utilized for the evaluation of this lesson plan revision. You will also have the chance to offer and receive peer feedback. Finally, your final project will include a 1-page reflection on the process you went through designing thoughtful instruction for multilingual learners/emergent bilinguals and what you will incorporate in your future teaching. Be sure to cite your sources throughout your analysis. Include a bibliography of your sources at the end of your final draft using APA. You must include at least 3 sources.

Guidelines

Lesson plan

- Your lesson plan should follow the format of the provided templates. If you need to add additional information to meet the needs of your students please do, but you must have the minimal requirements presented on the templates.
- Your lesson plan should be written clearly and explicitly, so that someone else could pick up your lesson plan, read it, and teach it.
- Lesson plans *must* show a clear link between standards, objectives, assessment, and the lesson activity sequence. In other words, the focus strategy/skill of the lesson should be evident throughout all parts of the lesson plan.
- You must explicitly state how you will provide multilingual learners, dialect speakers, and/or special education students access to the lesson (ex. comprehensible input needed, modifications, differentiation, etc....) and how you will make the entire lesson culturally responsive to the needs of all learners in the group.

Reflection (This should be written after writing the revised lesson plan)

Write a 1-1.5-page double-spaced response thinking about your planning and/or teaching of the lesson:

This is an opportunity for you to think about yourself as a lesson planner, teacher, and reflector. This should be a reflective endeavor that helps you grow in your thinking about your teaching of multilingual learners.

The following questions should guide your thinking and be addressed in your final reflection:

- What did you specifically learn about planning for multilingual learners? Be sure to provide examples from your planning and/or teaching to support your response.
- How were standards, objectives, assessment, and the activity sequence aligned? If you taught them, what were the students able to do well related to your objectives?
- If you were going to continue working with this same group of students, what strategy/skill would you need to work on with them? Explain your rationale.
- Explain what you found most challenging and why. Explain what you found to be more natural and intrinsic for you and why.

Assignment 6

Portfolio (10 points)

(All) Portfolio Title: *Teaching multilingual learners in the content areas: A personal plan of action*

(All) Include a two-page biographical statement that explains how you see yourself as a current or prospective educator of multilingual learners. Who are you/who will you be in relation to the task of teaching content areas to multilingual learners?

Assignments 2 group work review

You will score your group members according to the following criteria

Criteria	0	2	3	4
cooperation	Did not listen to and did not value the opinion of others	Listened to but did not value the opinion of others	Actively listened to but it was evident that he/she valued the opinions of others	Actively listened to and values the opinions of others
contribution	Did not contribute to the completion of the project	Contributed to the project but was inadequate	Contributed to the completion of the project with adequate work	Contributed to the completion of the project and submitted high quality work
participation	Did not participate in the group	Occasionally participated in the group	Often participated in the group	Consistently participated in the group

Tentative Schedule of Readings and Assignments

Note: This is meant to be a guide, but may require changes. You will be notified of any change that is made.

WEEK (S)	TOPIC	READING DUE	ASSESSMENT DUE
Session 1 Jan 13	Introductions & Syllabus Review Review of Student Background Knowledge re: ELL Education, Getting to know ELLs	ELL policy brief http://www.colorincolorado.org/article/getting-know-your-ells-six-steps-success	Student survey 1
Jan 20 th	Martin Luther King Day		
Session 2 Jan 27	Who are the multilingual learners or ELLS? The multilingual child	Suarez-Orozco, Abo-Zena, & Marks (2015) (<i>Transitions</i>) Foreword ix-xi, Introduction, p. 1-26, Part 1 Intro p. 27-31. Gottschalk, B. (2016). 10 usually wrong ideas about ELLs. <i>Educational Leadership</i> . 62-64	
Session 3 Feb 3	Who are in the US classrooms	Goodwin, (2017). Who is in the Classroom Now? Teacher Preparation and the Education of Immigrant Children. <i>A Journal of the American Educational Studies</i> , 53,5, 433-449. Breiseth, L. (2016). Getting to know ELL families. <i>Educational Leadership (Feb.)</i> p. 46-50	Introduce/discuss what teachers need to know (WTNtK) as signment Reflection #1
Session 4 Feb 10	Understanding the multilingual child: Home and school contexts	Suarez-Orozco, Abo-Zena, & Marks (2015) (<i>Transitions</i>), pp. 32-118 (jigsaw) Kiramba & Oloo. (2019). Its' ok, she doesn't even speak English	
Session 5 Feb 17	Processes of Development	Suarez-Orozco, Abo-Zena, & Marks (2015) (<i>Transitions</i>), part II (jigsaw) Shapiro (2014). ``Words That You Said Got Bigger''	Form material search groups Reflection #2
Session 6 Feb 24	Developmental outcomes	Suarez-Orozco, Abo-Zena, & Marks (2015) (<i>Transitions</i>), part III (jigsaw)	

WEEK (S)	TOPIC	READING DUE	ASSESSMENT DUE
Session 7 March 2	Beliefs and assumptions: Working in a linguistically diverse setting Teaching ELLs in content area Issues & future direction	Rubinstein & Lee, (2014) Janzen, (2008)	Material search project due
Session 8 March 9	Language policies and practices	Pulinx, et al. (2015). Silencing linguistic diversity: the extent, the determinants and consequences of the monolingual beliefs of Flemish teachers Bigelow, et al. (2017). Literacy as social (media) practice: Refugee youth and native language literacy at school. Fredricks & Warriner, (2016). “We speak English in here and English only!”: Teacher and ELL youth perspectives on restrictive language education.	WTNtK drafts Discuss rubric for <i>Planning Instruction Assignment</i>
Session 9 March 16	Translanguaging	Egbert & Ernst-Slavit (2010) (<i>Access to Academics</i>) Chapter 1 Gibbons, (2015). Chapter 1 García, O., Johnson, S. I., and Seltzer, K. (2017). <i>The translanguaging classroom: Leveraging student bilingualism for learning</i> . Chapters 1, pp. 17-29). Philadelphia, PA: Caslon.	Reflection #3
March 22-29		Spring Vacation	

WEEK (S)	TOPIC	READING DUE	ASSESSMENT DUE
Session 10 March 30	Components of effective lesson design	Egbert & Ernst-Slavit (2010) (<i>Access to Academics</i>) Chapters 4 & 5 - Writing and teaching language objectives ELP standards	WTNtK due-submit online, in-class presentation
Session 11 April 6	Language Development in Content Specific Contexts	Egbert & Ernst-Slavit (2010) (<i>Access to Academics</i>) Chapter 8 (Science p. 107-120) Egbert & Ernst-Slavit (2010) (<i>Access to Academics</i>) Chapter 9 (Math p. 121-136) Reyes, (2009). Discourse strategies in science instruction McGraw & Avila, (2009). Developing mathematical reasoning in Spanish and English Social studies (jigsaw)	Planning instruction drafts (peer review)
Session 12 April 13	Framing instruction	Gibbons, (2015). Chapters 2, 3 and 4 (Jigsaw)	Reflection #4
Session 13 April 20	Strategies	Gibbons, chapter 5 & 6	Lesson plan due
Session 14 April 27	Putting it all together Review of course goals and objectives		Surveys #2 Course evaluations due
Session 15	No class: All work due	May 4 Portfolio due	

Texts & Resources

Required Texts

Suarez-Orozco, C. Abo-Zena, M. A., and Marks, A. K. (Eds.). (2015). *Transitions: The development of children of immigrants*. New York: New York University Press.

Gibbons, P. (2015). *Scaffolding language scaffolding learning: Teaching English language learners in the mainstream classroom*. Portsmouth, NH: Heinemann.

Other

Egbert, J. L. & Ernst-Slavit, G. (2010). *Access to academics: Planning instruction for K-12 classrooms with ELLs*. Boston: Pearson.

Additional articles provided by the instructor and available on Canvas (canvas.unl.edu).

Additional readings on Canvas

<http://www.edweek.org/ew/articles/2016/11/02/common-core-teach-literacy-in-every-subject.html>

Bigelow, M., Vanek, J., King, K., & Abdi, N. (September 01, 2017). Literacy as social (media) practice: Refugee youth and native language literacy at school. *International Journal of Intercultural Relations*, 60, 183-197.

Fredricks & Warriner, (2016). "We speak English in here and English only!": Teacher and ELL youth perspectives on restrictive language education. *Bilingual Research Journal*, 39, 309-323.

Janzen, J. (2008). Teaching English Language Learners in the Content Areas. *Review of Educational Research*, 78, 4, 1010-1038.

Kiramba, L. K., & Oloo, J. A. (2019). "It's OK. She Doesn't Even Speak English": Narratives of Language, Culture, and Identity Negotiation by Immigrant High School Students. *Urban Education*.

McGraw, R., & Rubinstein-Ávila, E. (2009). Middle school immigrant students developing mathematical reasoning in Spanish and English. *Bilingual Research Journal*, 31, 147-173.

Pulinx, R., & Agirdag, O. (January 01, 2017). Silencing Linguistic Diversity: The Extent, the Determinants and Consequences of the Monolingual Beliefs of Flemish Teachers. *International Journal of Bilingual Education and Bilingualism*, 20, 5, 542-556.

Reyes, I. (2009). English language learners' discourse strategies in Science instruction. *Bilingual Research Journal*, 31, 95-114.

Rubinstein-Avila, E., & Lee, E. H. (2014). Secondary Teachers and English Language Learners (ELLs): Attitudes, Preparation and Implications. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 87, 5, 187-191.

Shapiro, S. (2014). "Words That You Said Got Bigger": English Language Learners' Lived Experiences of Deficit Discourse. *Research in the Teaching of English*, 48, 4, 386-406.

Recommended readings

- American Anthropological Association, (2015). Invited Forum: Bridging the “Language Gap”. *Journal of Linguistic Anthropology*, 25, 1, pp. 66–86.
- Catalano, T., & Hamann, E. T. (2016). Multilingual pedagogies and pre-service teachers: Implementing “language as a resource” orientations in teacher education programs. *Bilingual Research Journal*, 39, 263-278.
- Hamann, E.T., & Reeves, J. (2013). Interrupting the professional schism that allows less successful educational practices with ELLs to persist. *Theory into Practice*.
- Kiramba, L. K. (2019). Heteroglossic practices in a multilingual science classroom. *International Journal of Bilingual Education and Bilingualism*, 1, 1-14.
- Kiramba, L. K. (2019). Heteroglossic practices in a multilingual science classroom. *International Journal of Bilingual Education and Bilingualism*, 22(4), 445-458.
- Kiramba, L. K., & Harris, V. J. (2019). Navigating authoritative discourses in a multilingual classroom: Conversations with policy and practice. *Tesol Quarterly*, 53, 2, 456-481.
- National Education Association. (2015). How educators can advocate for English language learners: all in. *NEA*.
- Orellana, M. F. (2015) *Immigrant Children in Transcultural Spaces: Language, Learning, and Love*. New York: Routledge. (ISBN 978-1138804951)
- Reeves, J. (2009). A sociocultural perspective on ESOL teachers’ linguistic knowledge for teaching. *Linguistics and Education*, 20, 2, 109-125.

Appendix 2: Lesson Plans

EDITED LESSON PLAN: ALOA

PhET Skate Park: Understanding Energy

Science concept/topic for lesson: Energy, Conservation

Physical Science, 9th Grade

Next Generation Science Standard

HS-PS3-2. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects).

Science and Engineering Practice: *Developing and Using Models*

Content Objectives:

SWBAT: Develop models based on observations of a simulation of gravitational energy.

SWBAT: Illustrate and draw relationships between *position*, *kinetic energy*, and *potential energy*.

Language Objectives

SWBAT: Write definitions for kinetic and potential energy.

SWBAT: Construct sentences and explanations of observations to create a model.

Materials

- HTML5 Compatible devices (Chromebooks, Laptops, etc.)
- PhET Skatepark Simulation (link: <https://phet.colorado.edu/en/simulation/energy-skate-park-basics>)
- Worksheet for Simulation
- Chalk/Whiteboard, writing utensils
- Projector & Computer to display Simulation during introduction.

Procedure

Step 0: Objectives

As a class, note and read the objectives. Discuss as needed if any problems or confusion arises.

Step 1: Engage:

Class will begin with an introductory warm-up. Kinetic & Potential were to have been covered in previous courses, so this is to help gauge what the students know/remember, and also to jog their memory. A prompt is placed on the board, and students are encouraged to write, draw, or note on the board their ideas. If someone else has given a similar answer, they are encouraged to use tallies or checkmarks to show support for those answers. Students are also free to discuss with other students during this time to help brainstorm ideas. Not every student is required to come to the board, and they are encouraged to write responses in their notebooks as well.

Provide enough time for students with difficulties and ELL students to form ideas and respond if they wish. It is acceptable for students to simply use the tallies to support the ideas if there are no other points that come up.

Allow and encourage students to make connections to their own lives with any of the points brought up. Encourage them to note any of those if they wish.

Question: What do you know/remember about:

Kinetic Energy	Potential Energy

Is there anything else that comes to mind?

Step 2 Explore:

Skate Park PhET Simulation: <https://phet.colorado.edu/en/simulation/energy-skate-park-basics>
(Simulation available in a wide variety of languages, if needed by any students.)

Goal: Students will, using the site, explore the relationship between the types of energy and positioning of the skater on the curve. Using the information gathered and the program, students will draw/verbalize the relationships to help practice the building of models.

Process:

Give students access to the site via the link. Note that other languages are available in the dropdown menu (assist any students that need help). Ensure that every student has a compatible device and has successfully reached the site. For the purposes of this lesson, the “Intro” variant of the lesson is to be used. Once all students are at this point, go through the website together. Note the options on the side (pie chart, bar graph, etc.) and note their use. Pay special attention to the terms. Call back to the intro question to help explain any uncertainties with the options present. Use the student explanations as springboards to ensure that the concepts of each term, such as kinetic and potential energy, are clearly shown. Relate to other common words and actions to help instill the general ideas (If any student brought up a cultural connection during the introduction, this is an excellent point to relate to that.) Instruct that the goal of the day will be to explore how the skater’s position relates to the energies (see the bar graph). However, to help students practice, do a similar one together *as a class*:

Practice building a model together as a group. For the purpose of this, use the mass option. Ask the students to try a few things and report their findings to these particular questions:

What does changing the mass do to the *total energy*?

What else can you change to alter the *total energy*?

Students should help you discover that increasing the mass and the starting height on the ramp increases the total energy. This is collaboratively gathered into a model/explanation on the board that students can use as an example for their own work. Provide multiple types of models such as sentence forms (“An increase in the mass will...”) and graphical forms (Charts, graphs, etc.). Remind students that both of these models are valid despite the differing styles.

Student Portion:

Students are now given a worksheet that assists them in experimenting with the site. They may collaborate and work in groups that they choose. Move around the room as students complete the sheet to check up on how students are performing and if the site is making sense to use and observe. Assist students that have questions or need extra help.

Questions Include:

How does changing the skater’s mass alter the energies?

How does X energy change when in Y situation?

Given certain situations (positions, current movement) can you show the determine the balance of energies on the bar graph?

Give certain energies, can you place where the skater may be?

Given the responses you have given to the previous questions, come up with a definition for kinetic and potential energy.

Research the definitions of those terms (textbook, online, etc.) and compare. What is the same? Different?

Provide both a digital and physical version of this sheet for students that have different preferences.

Once complete, students are to construct their own models. These can take the form of drawings, sentences, etc. For students that need extra support (language, academic difficulties, or simply need ideas), some sample starting points are given on the worksheet (If... then..., When the skater..., ... happens to the energy, This can be seen in...,) and some graphical examples (bar graphs, grids, etc.). The teacher should be moving around the room to provide additional assistance and support. Occasionally ask students to explain their current thinking and ideas. This

should be on a 1-1 or group to teacher basis and not for the entire class yet. Allow students to take time to form their ideas and explanations. If needed, ask probing questions to get further information or help students find some footing. Do not expressly state that any specific models are wrong; just help student guide themselves along the thinking process.

Explain:

Students are brought back together as a class. On the board, students can volunteer to present their ideas and models. Also come together to agree on definitions for potential and kinetic energy. Prompting from teacher can further prompt explanation and reasoning, and students are encouraged to ask questions of each other. Also allow students to give responses digitally, with a form that can be used to gather responses in a more anonymous method if they prefer. When discussing the given ideas, attempt to use hand signals and rewording to help students explain and learn from other explanations. Encourage students to build off of the answers that other students give.

Once enough models and ideas are presented, reorganize the students into new groups. Try to group them together with care: Wherever possible, place a “high achieving” and “low achieving” student together with an “average” student so that all parties may benefit from the discussion. Given the ideas on the board, can we generate another model that incorporates as much as possible? Ask students in the groups to think about what parts seem most important, and how they can fit them all together. Have them write these down on a new sheet. Have groups each elect a representative to share their new ideas. If possible, choose someone that has not already shared something with the class.

When the class is over, collect all of the day’s worksheets for evaluation later.

Evaluation Methods:

1. Preliminary Evaluation (Engage phase) in the form of an introductory question and discussion. Goal: Determine what the students already know, have misconceptions, and are curious about. Responses noted to help shape the course of the lesson. For example, the concept of the Law of Conservation. This is something that may have been mentioned in a separate class, so the students may already be aware of the concept. However, if it is not, that can be focused on more deeply during the Explore and Explain phases.
2. Formative Assessment Worksheet (Explore phase) that guides the students through the simulation activity. Prompts students to create specific scenarios, note the results, and provide possible explanations based on knowledge and observations. Students are encouraged to work in groups and discuss ideas. Sheets will be collected at the end of the activity or period. Answers will be used to gauge the current understanding of students and as a preparation for the Explain phase.
 - a. Take important note of how students are performing, as it will help group them in the third portion of the lesson. Students that are finding the content easy may be good to place with students who are finding more issues. However, also provide an intermediate student in the group that can act as a sort of middle ground for both parties. This should help avoid frustration and confusion over the group effort.
3. Informal Discussion (Explain: Student) over the models created. Use this to not only check on the development of the content knowledge (Are students properly relating the position

and energies?) but also the language knowledge (Are students using the words correctly and creating properly worded explanations?)

DRAFT LESSON PLAN (ALOA)

Lesson Plan: PhET Skate Park

Physical Science, 9th Grade
28 Students

Listing of special needs (number of students, IEP modifications required, etc.):

3 Students with IEPs

Student 1

Instructional/Curriculum: Extended time as needed on tests, Use of multiplication chart, Prioritize work

Environmental: Teach assistance with organization, Use redirects when talking, Seating towards front if talking is a problem

Student 2

Instructional/Curriculum: Use of calculator (as allowed), May have test anxiety- allow for a break, extra time as allowed,

Testing/Assessment: paper/pencil (student discretion); movement breaks, -sm. group (as needed), extended time (if needed), Read aloud (teacher/student discretion) as allowed, Extended time as needed/allowed, Fidget tool as needed to reduce anxiety, Check in/Check Out (as needed- per teacher/parent/admin. discretion).

Student 3

Instructional/Curriculum:, MATH paper pencil testing as allowed/needed, Small group testing (at teacher/student discretion), Allow for movement breaks periodically (as needed), Use of modified planner as communication tool and self-check, Extended time on assessments as needed/allowed, Contact Shannon when significant changes in behavior or needs, Special seating (teacher/student discretion with regard to seating position; with regard to HOW he sits in his seat), Strategic assigned seating (teacher/student discretion - seat near positive role model, seat near teacher)

ELLs (number and level of English fluency): No known ELLs.

Science concept/topic for lesson: Energy, Conservation

Next Generation Science Standards DCI / Nebraska Science Education Standards

HS-PS3-2. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects). [Clarification Statement: Examples of phenomena at the macroscopic scale could include the conversion of kinetic energy to

thermal energy, the energy stored due to position of an object above the earth, and the energy stored between two electrically -charged plates. Examples of models could include diagrams, drawings, descriptions, and computer simulations.]

List the Science and Engineering Practices covered in the lesson: *Developing and Using Models*

Reference the source of all activities (title, author, and year):

Skate Park Energy, Jameson Parker, 2018, (<https://betterlesson.com/lesson/638233/skate-park-energy>)

Basic Skate Park PHET Simulation (worksheet), Veranda Johnson, 2019 (Resource from Cooperating Teacher)

Materials needed for activity:

Paper worksheets

Chromebooks/Laptop

PhET Simulations (Skate Park)

Learning Objectives:

KNOW: Potential & Kinetic Energy

UNDERSTAND: Use Models

BE ABLE TO: Relate Position & Motion to Energy

Instructional & Assessment Plan

Engage: (Developing And Using Models)

Class will begin with an introductory set of warm up questions/ideas. (What is energy? What comes to mind?). Students will be asked for input in the form of written responses on the board or via comment when discussing the student's responses.

Students will again be encouraged to share ideas and comment on what they see.

Explore:

Skate Park PhET Simulation: Students will be informed that a link to the site is on Google Classroom, which is accessed via their laptops. Once students have navigated to the site, I will show them some of the basic controls. During this time, a small worksheet will be passed out that contains a series of questions/activities intended to help guide them through using the sight and making some observations.

Questions include: What is the Law of Conservation of Energy? (depending on responses received from the Engage portion, students may either fill this out from memory or be asked to do some basic preliminary research)

How does changing the skater's mass alter the energies?

How does X energy change when in Y situation?

Given certain situations (positions, current movement) can you show the determine the balance of energies on the bar graph?

This is noted as an excellent opportunity to ask questions and try out things. The sheets will be collected as a form of assessment. The showcase of the thought process will be more important than the specific form or contents, but the answers will help shape what is focused on during the second part of the Explain phase.

Explain:

Students are brought back together as a class. On the board, a few scenarios will be given. They will be essentially reversed of some of the questions on the worksheet. Instead of being given a position/speed and being told to allocate the energies (bar graphs), they will be given the bar graph balance of energies and asked to explain what is happening to the skater (If they only have potential energy, where might they be? If a lot of kinetic and little potential, what are they doing?). Answers given must have some form of explanation; if a student doesn't know the explanation, they can ask the other classmates for input. Some of the situations have multiple solutions (which side of the ramp, what if 0 kinetic means that he's simply at the bottom and never started moving, etc).

Evaluation Methods:

1. Preliminary Evaluation (Engage phase) in the form of an introductory question and discussion. Goal: Determine what the students already know, have misconceptions, and are curious about. Responses noted to help shape the course of the lesson. For example, the concept of the Law of Conservation. This is something that may have been mentioned in a separate class, so the students may already be aware of the concept. However, if it is not, that can be focused on more deeply during the Explore and Explain phases.
2. Formative Assessment Worksheet (Explore phase) that guides the students through the simulation activity. Prompts students to create specific scenarios, note the results, and provide possible explanations based on knowledge and observations. Students are encouraged to work in groups and discuss ideas. Sheets will be collected at the end of the activity or period. Answers will be used to gauge the current understanding of students and as a preparation for the Explain phase.
3. Informal Discussion (Explain: Student) over a new set of problems together as a class. Given the reverse information, students will be asked to provide the position of the skater and the explanation as to why. Signs of understanding would include relating the position correctly and giving logical explanations that include the concepts of energy conservation. Students with greater understanding may notice the possibility of more than one solution. This information will determine what is necessary to cover during the second portion of the Explain phase.

REFLECTION ON REVISIONS

Revising and Planning: A Reflection on the Process and Goals of Adapting a Lesson

Adapting and revising one of my previous lesson plans offered a great many new perspectives and helped me formulate new ideas on what it means to design lessons with language learners in mind. Thankfully, the previous lesson that I had designed already had many of the

components to build off of. The purpose of the original lesson was to help students identify patterns in position and energy using models. Transforming it simply required reinforcing that idea with the inclusion of a clearer language focus.

One of the first steps I took in creating that clearer focus came in the form of clear objectives. I have already practiced creating learning objectives in my science work, and many of those ideas transfer to language. I knew that, going into it, clarifying what I wanted to accomplish in the lesson would help form the revisions (Egbert & Ernst-Slavit, 2010). Because of that, I made an effort to find the key ideas from the standard content objectives that aligned with an aspect of language. Due to the focus on models, this really led to the simple idea of making the writing down of those models a foundational point.

When looking at how I've always wanted to design my classes, opportunities for discussion have always been key. Models and ideas don't serve much purpose in science if they can't be communicated, so that is another major focus. But I understand that open discussion is not as easy for some students. That is why I want to focus on some of the ideas brought up by Gibbons. Especially in my practicum, my cooperating teacher made a big point of letting students explain and talk. That practice is a big point concerning proximal development (Gibbons, 2015). During this lesson and many others, I want to roam around the class during activities and give students the opportunities to explain their thoughts. I want to be an opportunity to practice language and thinking and not a "spellcheck" of the content. By this, I mean that I'm less looking for the "right answer" such as model but more the reasoning. After allowing the student an opportunity to explain, then I can probe their thinking more to help them see if their ideas make sense or not.

The final revisions to my lessons involve simply being more aware of the assumptions that I should avoid. Not every student is going to simply "get" what I'm saying without explicit wording. This means taking more time to be clear with expectations and directions, working through examples before asking students to work, providing more supports like hand signs, and being more

Careful with waiting time. Lawson (2010) provides helpful strategies for instruction concerning language learners, and these are just a few. To me, despite being the most simple, these, in many ways, speak the most to the idea of helping all learners. Simply taking the extra time to care about the little things will allow you to notice what works best for all of your students. The other ideas mentioned previously really just build upon these foundational ideas.

References

Egbert, J. L. & Ernst-Slavit, G. (2010). *Access to academics: Planning instruction for K-12 classrooms with ELLs*. Boston: Pearson.

Gibbons, P. (2015). *Scaffolding language scaffolding learning: Teaching English language learners in the mainstream classroom*. Portsmouth, NH: Heinemann.

Lawson, A. (2010). *Teaching inquiry science in middle and secondary schools*. Los Angeles, CA: Sage Publications.

REVISED LESSON PLAN: GIGA

Formal Lesson Plan: Reviving Ophelia: Understanding Wellbeing & Thriving in Adolescent Girls

ELL Revisions by Student B

Suggested Grade Level: 10-12

Nebraska ELA Standards:

LA 10.1.5.c: Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 10.1.5.e: Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.

LA 10.1.6.b: Analyze and evaluate the relationships between elements of literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).

LA 10.1.6.n: Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.

LA 10.3.3.e: Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.

Essential Questions:

1. Why is the emotional wellbeing of our students important in the classroom?
2. How can we promote the thriving of adolescent girls in our schools?

Rationale:

As we ourselves as adult women are growing, it is important to look back on the contributing factors of our own development as adolescents. As we continue to care for students, we need to find specific insights as to what challenges they are facing as individuals. According to the Anxiety and Depression Association of America, two thirds of antidepressants prescribed to teenagers are to girls. In addition, GAD, generalized anxiety disorder, is at a higher risk between childhood and middle age. Teenagers and young adults are the most commonly affected. Adolescents who have an unbalanced homeostasis are sometimes not able to be in a position to learn.

In this course, we have been learning about how to become teacher leaders in the professional contexts that we will be in (in addition to the student contexts we are in now). As teachers, we need to understand our role in how we aid in the emotional and physical wellness of our students. Becoming an advocate for emotional health puts us on the same team as our students, one that their own support systems is also on. Wellness is an issue that is not always taken seriously, though it has serious and real consequences.

Objectives:

1. Practice practical problem solving and critical analysis of real-world situations to create probable solutions for possible future issues of wellbeing and thriving among adolescent girls in the classroom.
2. Access previous knowledge learned in the course to create connections between case studies and application of potential teaching strategies in order to answer the essential questions of wellbeing and thriving given.
3. Challenge the higher-order thinking skills of Bloom's taxonomy by asking class members to critically analyze summaries, draw out specific aspects of given situations, and create visual symbols of their thinking.
4. Foster greater community and communication skills between colleagues by participating in both small-group and whole-class discussion. Practice the generation of ideas and gain new perspectives through this mode of learning.
5. Create a space in which diversity of language and culture is celebrated within the classroom through adaptations to accommodate and welcome multilingual learners into a space of critical thinking and group discussion.

Language Objectives:

1. Students will be able to express their wellbeing needs and the needs of others utilizing the key terms provided.
2. Students will be able to define the key terms in both academic and social language.
3. Students will be able to utilize their full language repertoire to make meaning of the case studies provided to them, and express their thoughts to group members using phrases such as "I believe _____ is _____ because," and "One way to help this girl would be to _____ because _____."

Materials Needed:

1. 4 blank posters/Giant Post-It Pad
2. 1 pre-made poster for modeling
3. 4 different colored markers
4. 2-3 printouts of each different case study for each table group

5. Dictionaries/laptops for translation (number may fluctuate depending on different languages, at LEAST 4 laptops, 1 for each group)
6. ~30 printed takeaway handouts

Lesson Procedures:

Introduction/Anticipatory Set

Conceptual Transition: Throughout this course, we've discussed the importance of building relationships with our students in the classroom in order to foster greater learning. Before we dive into the concepts provided by *Reviving Ophelia*, we will first turn to a mirror: what were we like in the classroom as adolescents? What relationships did we have with ourselves and others during this time?

1. **Prior to Class Time (ELL Adaptation):** Write key terms on the board with definitions written in both academic and social language, also known as basic interpersonal communication skills (BICS) & cognitive academic language proficiency (CALP), respectively (Egbert & Ernst-Slavit, 2010). Provide an agenda with a clear direction and order of activities. Write previous concepts that connect with today's lesson on the board to refresh the memory of students and prepare them mentally for the day's lesson. (LA 10.1.5.c)

Key Terms:

Wellbeing

Emotional Wellbeing

Thriving

Adolescent

Case Study

True & False Selves

Environment

Priorities

2. **Relating Activity (5 minutes):** We will evaluate our personal experiences as adolescents and express them through discussion in order to frame our discussion of the adolescent girls in Pipher's case studies. This will prepare our minds for creating possible connections between our own lives and those of the girls in the case studies. (LA 10.3.3.e)

ELL Adaptation: If students are more comfortable discussing in their native language, group such students together for this beginning activity. Ask all students if they would like to have a few minutes to jot down a couple of their thoughts on paper in order to collect their ideas before speaking with others. Allow them to participate using the guideline of general linguistic performance, which "draws on a bilingual speaker's entire language repertoire to demonstrate what that speaker knows and can do with content and language," (García, Johnson, & Seltzer, 2017).

3. **Identify Essential Questions (5 minutes):** We will identify the essential questions of the lesson in order to clarify the useful applications and importance of the lesson, and to direct our thinking throughout the rest of our learning experience today.

ELL Adaptation: Utilize social language alongside academic language in order to explain unfamiliar terms in ways that are accessible to all students. As stated by Egbert & Ernst-Slavit (2010), "young ELL students who are fluent in social English may have difficulties in

academic contexts.” Therefore, the utilization of BICS alongside CALP may give students who are struggling with academic language greater access to the lesson at hand.

ESSENTIAL QUESTIONS:

- a. Why is the emotional wellbeing of our students important in the classroom?
- b. How can we promote the wellbeing & thriving of adolescent girls in our schools?

4. **Explain Concept: True/False Selves (5 minutes):** We will explore a key concept of *Reviving Ophelia*: the concept of true & false selves present in adolescent girls. In providing background in this topic, we will give tools to class for use in future understanding of wellbeing and thriving, and build a basis for our upcoming activity.

Lesson Body

Conceptual Transition: After first taking the time to view adolescence through our own personal mirrors and introducing the essential questions that provide the importance of studying *Reviving Ophelia* in connection to wellbeing and thriving, we will now consider adolescence through the eyes of others. We will construct our own definitions of wellbeing and thriving in our lives and the lives of those in our classrooms.

1. **Modeling of Activity (5 minutes):** Classroom leaders will model the processes of our case study carousel activity by illuminating thinking routines and activity procedures. Leaders will have previously prepared an example of the activity in order to provide efficient explanation.
2. **Case Study Carousel Activity (30 minutes):**

ELL Adaptation: As Gibbons (2015) states in *Scaffolding Language, Scaffolding Learning*, “one of the hardest listening tasks for EL learners is to understand and remember a string of instructions.” Therefore, all instructions for the carousel activity will also be posted on the board throughout the duration of the experience for all students to refer back to. The sentence starters mentioned in the language objectives will also be posted on the board for reference during discussion.

We will formulate our own definitions of wellbeing and thriving in the contexts of our own lives and the lives of those in our classrooms through analysis of case studies and evaluation of important components of wellbeing and thriving in adolescent girls. We will relate our findings to those of others through small-group and classroom discussion in order to form a cooperative definition.

ELL Adaptation: The activity itself does not need much room for adaptation in order to accommodate language differences, as it is mostly centered around using pictures to exemplify thought. Ways in which we can ensure ELL students have equitable access to this activity are to print the case studies in their language, as well as have the laptops/dictionaries at the table for translation measures as needed (LA 10.1.5.e). The groups will be a mix between ELL students and native English speakers, so there will be opportunity for group members to help each other.

a. Class members will be divided into 4 groups. At each table, there will be a poster and a summarized case study printout. The poster and case study will stay at the table when the group members rotate. The group will carry their color of marker with them.

b. **4 questions will be asked in total, 1 at each rotation. All groups will discuss and answer question 1 at the first rotation, all groups will discuss and answer question 2 at the second rotation, etc.**

Questions:

1. **What does the environment look like in this girl’s life? What are the life changes she is experiencing?**
2. **What are the true & false selves this girl is portraying? What forms of self talk are she engaging in?**
3. **What are her priorities in her given situation? What is she focused on?**
4. **What projected solutions could you enact to help this girl, were she a student of yours? How could you make a positive impact on her situation?**

c. Members of each group will:

i. Read the case study all together. (1-2 minutes)

ii. Discuss with group the question for the given rotation. **(LA 10.3.3.e)** (2 minutes)

iii. Draw symbols/pictures on poster in relation to discussion findings. **(LA 10.1.6.b & LA 10.1.6.n)** (4 minutes)

iv. Rotate to the next table group, leaving the poster and case study, bringing their colored marker with them.

3. **Gallery Walk (5 minutes):** We will explore the collaborative contributions of our own groups and those of others, and observe patterns among ideas, jotting down notes of important concepts and identifications.

Formative Assessment:

Keeping our essential questions in mind, classroom leaders will assess discussion responses and the case study carousel products for connections made between the concepts of wellbeing and thriving and the projected solutions discussed by class members.

In addition, the lesson’s impact can be determined by the amount of equal classroom participation among members in both small-group and whole-class discussion. How comfortable do class members seem with speaking up on the topic? Was the carousel productive of ideas or confusing? If so, we can reevaluate and revamp the mechanics of the carousel for greater comprehension and learning capability.

ELL Adaptation: Are multilingual learners included in the discussion? Are their thoughts and ideas conveyed in the group’s presentations? Are they comfortable sharing their perceptions of wellbeing? Is the activity confusing in its explanation, and if so, how can it be presented in a clearer manner? Evaluate the students’ progress in a way that values “not only when the features they use conform to the official language used for school purposes, but also when they leverage the full range of their linguistic repertoires to learn,” (García, Johnson, & Seltzer, 2017).

Closing:

Conceptual Transition: Now that we have worked together to identify issues of wellbeing and thriving in adolescent girls, we will now discuss patterns we found as a collaborative unit of learners.

1. **Class Discussion:** We will synthesize our findings in a whole-class discussion. What patterns did we notice? How can we relate our findings to adolescent boys/nonbinary students? How can we connect observed patterns to the essential questions? As an exit ticket, have students write on a piece of paper some things that they feel are essential to their personal and academic wellbeing, and how I can better address them as a teacher.

ELL Adaptations: How do these girls relate to your experiences? Ask multilingual learners how the case studies relate to or differ from their wellbeing experiences. Pay attention to the exit tickets to see if there are any suggestions multilingual learners have to better their classroom learning experience.

References

- Egbert, J., & Ernst-Slavit, G. (2010). *Access to academics: Planning instruction for K-12 classrooms with ELLs*. Allyn & Bacon.
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- Pipher, M., & Gilliam, S. (2019). *Reviving Ophelia 25th Anniversary Edition: Saving the Selves of Adolescent Girls*. Penguin.

DRAFT LESSON PLAN: GIGA

Formal Lesson Plan: Reviving Ophelia: Understanding Wellbeing & Thriving in Adolescent Girls

Essential Questions:

1. Why is the emotional wellbeing of our students important in the classroom?
2. How can we promote the thriving of adolescent girls in our schools?

Rationale:

As we ourselves as adult women are growing, it is important to look back on the contributing factors of our own development as adolescents. As we continue to care for students, we need to find specific insights as to what challenges they are facing as individuals. According to the Anxiety and Depression Association of America, two thirds of antidepressants prescribed to teenagers are to girls. In addition, GAD, generalized anxiety disorder, is at a higher risk between childhood and middle age. Teenagers and young adults are the most commonly affected. Adolescents who have an unbalanced homeostasis are sometimes not able to be in a position to learn.

In this course, we have been learning about how to become teacher leaders in the professional contexts that we will be in (in addition to the student contexts we are in now). As teachers, we need

to understand our role in how we aid in the emotional and physical wellness of our students. Becoming an advocate for emotional health puts us on the same team as our students, one that their own support systems is also on. Wellness is an issue that is not always taken seriously, though it has serious and real consequences.

Objectives:

1. Practice practical problem solving and critical analysis of real-world situations to create probable solutions for possible future issues of wellbeing and thriving among adolescent girls in the classroom.
2. Access previous knowledge learned in the course to create connections between case studies and application of potential teaching strategies in order to answer the essential questions of wellbeing and thriving given.
3. Challenge the higher-order thinking skills of Bloom's taxonomy by asking class members to critically analyze summaries, draw out specific aspects of given situations, and create visual symbols of their thinking.
4. Foster greater community and communication skills between colleagues by participating in both small-group and whole-class discussion. Practice the generation of ideas and gain new perspectives through this mode of learning.

Materials Needed:

1. 4 blank posters/Giant Post-It Pad
2. 1 pre-made poster for modeling
3. 4 different colored markers
4. 2-3 printouts of each different case study for each table group
5. ~30 printed takeaway handouts

Lesson Procedures:

Introduction/Anticipatory Set

Conceptual Transition: Throughout this course, we've discussed the importance of building relationships with our students in the classroom in order to foster greater learning. Before we dive into the concepts provided by *Reviving Ophelia*, we will first turn to a mirror: what were we like in the classroom as adolescents? What relationships did we have with ourselves and others during this time?

1. **Relating Activity (5 minutes):** We will evaluate our personal experiences as adolescents and express them through discussion in order to frame our discussion of the adolescent girls in Pipher's case studies. This will prepare our minds for creating possible connections between our own lives and those of the girls in the case studies.
2. **Identify Essential Questions (5 minutes):** We will identify the essential questions of the lesson in order to clarify the useful applications and importance of the lesson, and to direct our thinking throughout the rest of our learning experience today.

ESSENTIAL QUESTIONS:

- a. **Why is the emotional wellbeing of our students important in the classroom?**
- b. **How can we promote the wellbeing & thriving of adolescent girls in our schools?**

3. Explain Concept: True/False Selves (5 minutes): We will explore a key concept of *Reviving Ophelia*: the concept of true & false selves present in adolescent girls. In providing background in this topic, we will give tools to class for use in future understanding of wellbeing and thriving, and build a basis for our upcoming activity.

Lesson Body

Conceptual Transition: After first taking the time to view adolescence through our own personal mirrors and introducing the essential questions that provide the importance of studying *Reviving Ophelia* in connection to wellbeing and thriving, we will now consider adolescence through the eyes of others. We will construct our own definitions of wellbeing and thriving in our lives and the lives of those in our classrooms.

1. Modeling of Activity (5 minutes): Classroom leaders will model the processes of our case study carousel activity by illuminating thinking routines and activity procedures. Leaders will have previously prepared an example of the activity in order to provide efficient explanation.

2. Case Study Carousel Activity (30 minutes): We will formulate our own definitions of wellbeing and thriving in the contexts of our own lives and the lives of those in our classrooms through analysis of case studies and evaluation of important components of wellbeing and thriving in adolescent girls. We will relate our findings to those of others through small-group and classroom discussion in order to form a cooperative definition.

a. Class members will be divided into 4 groups. At each table, there will be a poster and a summarized case study printout. The poster and case study will stay at the table when the group members rotate. The group will carry their color of marker with them.

b. **4 questions will be asked in total, 1 at each rotation. All groups will discuss and answer question 1 at the first rotation, all groups will discuss and answer question 2 at the second rotation, etc.**

Questions:

- 1. What does the environment look like in this girl's life? What are the life changes she is experiencing?**
- 2. What are the true & false selves this girl is portraying? What forms of self talk are she engaging in?**
- 3. What are her priorities in her given situation? What is she focused on?**
- 4. What projected solutions could you enact to help this girl, were she a student of yours? How could you make a positive impact on her situation?**

c. Members of each group will:

i. Read the case study all together. (1-2 minutes)

ii. Discuss with group the question for the given rotation. (2 minutes)

iii. Draw symbols/pictures on poster in relation to discussion findings. (4 minutes)

iv. Rotate to the next table group, leaving the poster and case study, bringing their colored marker with them.

3. Gallery Walk (5 minutes): We will explore the collaborative contributions of our own groups and those of others, and observe patterns among ideas, jotting down notes of important concepts and identifications.

Formative Assessment:

Keeping our essential questions in mind, classroom leaders will assess discussion responses and the case study carousel products for connections made between the concepts of wellbeing and thriving and the projected solutions discussed by class members.

In addition, the lesson's impact can be determined by the amount of equal classroom participation among members in both small-group and whole-class discussion. How comfortable do class members seem with speaking up on the topic? Was the carousel productive of ideas or confusing? If so, we can reevaluate and revamp the mechanics of the carousel for greater comprehension and learning capability.

Closing:

Conceptual Transition: Now that we have worked together to identify issues of wellbeing and thriving in adolescent girls, we will now discuss patterns we found as a collaborative unit of learners.

1. **Class Discussion:** We will synthesize our findings in a whole-class discussion. What patterns did we notice? How can we relate our findings to adolescent boys/nonbinary students? How can we connect observed patterns to the essential questions?

REFLECTION ON THE CHANGES MADE (GIGA)

In the process of creating a lesson plan that was conducive to teaching multilingual learners, I first had to decide whether to use a lesson plan I had previously created with a team during School & Society, or to create an entirely new one. I decided to use the lesson plan I had previously created, as the main activity, with its usage of symbolization and imagery, was very conducive to teaching ELL students. This idea was further made solid by reading Gibbons' *Scaffolding Language, Scaffolding Learning* (2015), in which she states, "use pictures, diagrams, or graphic outlines to illustrate complex ideas." Further, I decided to utilize the advice given in the article by García, Johnson, & Seltzer (2017), and allow my multilingual learners to access their entire language repertoire to construct knowledge with fellow multilingual learners during the opening discussion. They later break off into heterogenous groups to complete the main activity, as the aforementioned article suggests to assist in further construction of English skills. Additionally, in we take time during the lesson to explain vocabulary and the essential questions in both social and academic

language (BICS & CALP), in order to address the fact that, “young ELL students who are fluent in social English may have difficulties in academic contexts” (Egbert & Ernst-Slavit, 2010). One comment I would give this lesson plan, upon reflection, is that it is long. I originally designed it for a 75-minute class period, so it may need to be shortened for use in other classroom contexts. Overall, I feel that I learned a great deal on how worthwhile it is to incorporate ELL-inclusive adaptations to a lesson plan. In reviewing the lesson plan my team made, I realized there were many places that greatly improved from the adaptations made for multilingual learners. I found myself thinking of all the ways in which this course taught me to re-language and redefine my idea of what English/language arts classrooms look like, and how to provide support to students who learn in different ways than I am used to. As I go forward in my teaching career, I believe I will utilize what I have learned to make both multilingual learners and native English-speakers more comfortable in my classroom.

References

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- García, O., Johnson, S. I., & Seltzer, K. (2017). *The translanguaging classroom: Leveraging student bilingualism for learning*. Caslon.
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Appendix 3: Students' Portfolios

Portfolio: Student A

First of all, allow me to give a brief introduction of my background, and my future career aspirations once I graduate from college. I am a secondary special education major, and hope to teach in an urban area school once I graduate from the University of Nebraska-Lincoln. As a special education major, I want to be a teacher who advocates especially for those students who are both in special education and multilingual learner students, as well as for multilingual learner students in general. I look forward to the opportunities that I will have as a future educator within my field to showcase the strategies and implementations that I have learned from this class on how to effectively teach multilingual learner students in the classroom.

Overall, I have learned a lot about myself as a future educator from this course. I have especially learned a great deal about how to teach multilingual learner students. One way that I view myself as a future educator is that I will be open to welcoming diversity. Especially as we have learned from this course, many multilingual students have different backgrounds and stories than the average American. While these students have a different background, their stories are not any less significant. In my future classroom, I will continually work to make sure that all of my students' voices are heard and that their identities are fully encompassed and welcomed into my classroom. It is also important to be welcoming of all students, especially immigrant students, who often struggle to remain true to their cultural identity, while also often trying to develop a new sense of identity in order to fit in with their peers while attending school in the United States (Marks & Suárez-Orozco, 2015). Further, multilingual learner students who are minorities and have a strong sense of pride in their ethnic identity tend to have lower levels of stress and anxiety than their peers (Marks & Suárez-Orozco, 2015). Therefore, as a future educator of multilingual and immigrant students, I want to make sure that I do my part to help students who are from other countries see the importance of remaining true to that part of their identity in the classroom.

There are several specific strategies that I hope to implement into my classroom someday, to make sure that multilingual learner students receive the same benefits out of the education process as their peers who have spoken English for most, if not their whole life. One fairly broad strategy that I plan to use in my classroom is to let multilingual learner students speak in their native language in the classroom, as much or as little as they feel comfortable with doing so. As I have learned from this course, there are several pieces of research and evidence that suggest speaking another language actually helps English language acquisition improve, not hinder it. Further, it is also important to understand that the teacher-student relationship revolves around reception of understanding the material (Gibbons, 2015). Allowing students to speak and write in their native language in the classroom is a great example of how translanguaging helps students increase their language acquisition skills in both their first and second languages, as well as help them comprehend class content. This makes sense, because understanding the dialect and structure of one language often leads to finding some similarities in another language, which makes the use of both languages improve in that individual. Another strategy that I hope to use is creating activities and interactions in the classroom where students from different backgrounds can be paired together to share how their lives are similar or different, as well as how their life experiences may shape how they see class conflict differently. I want to teach my students that no perspective is right or wrong, rather we all have unique life experiences that can and will contribute positively to the learning environment within the classroom.

Also, as a special education major, I recognize that working with students with special needs, especially those who are multilingual, is often an area of the student population that teachers are not very well versed to teach. Based on research I have done for this class, students with special needs who are also multilingual learner students often do not have the appropriate resources or transition services coordinators put in place to help these students get on the track to success, especially after graduation. This is especially true at the high school level of education. Knowing this to be true, I will work as an educator to be as viable of a source to these students as I can be and ensure them that I am there to support them in their educational successes, as well as helping them become equipped with the skills they will need to live a successful life after they graduate high school. Furthermore, I will also be a teacher who advocates for special programs and appropriate resources to be implemented into the school district, so that these students feel that their learning experiences are being supported in the most effective ways possible.

Further, one key way in which I see myself as an educator based on the insights I have learned from this class, is that teaching a diverse body of students takes patience. My goal is to be a teacher that students can communicate with openly and honestly, both about their learning experiences in my class as well as about their lives in general. While being well versed in a content area is an important part of the duty as a teacher, I also think that being a teacher who shows kindness and a genuine interest in each of their students lives is equally as important. Therefore, I envision myself as an educator who will put my relationships with each of my students first, and their learning of the content second. In this way, by showing my students that I have a genuine and passionate heart for understanding their lives, they will also be more willing and enthusiastic to learn the material that I will teach them in class as well.

I also see myself as a teacher who will foster students to learn in the way that is most beneficial for them. In other words, I will assure that all students are equipped with proper resources and strategies that will help them be successful. For example, in terms of working multilingual students in special education, I will use strategies that were learned in this course, such as having students pause and question the text, or summarize what they have read for a class, so that I as a teacher can continually assess their learning. I will also make sure that multilingual learner students in my future classroom see their language as an important and celebratory part of their identity. Therefore, I will allow these multilingual learner students to write research papers and other homework assignments in their home language, as well as share with the class different parts of their cultural heritage and story that they feel comfortable with sharing, so that each of the students within my classroom gets to know one another better, and develop a strong sense of comradery with one another. Having students work in collaborative groups is also an important learning strategy that helps multilingual learner students gain hands- on practice with English language, as working together with other students through a dialogue creates a space for asking questions, solving problems, and exchanging information, where words are often repeated (Gibbons, 2015). My goal as a future educator is to have students work collaboratively often, on a daily basis. This type of collaborative work provides students with a language-rich context that is harder to achieve in whole class work or individual learning settings (Gibbons, 2015).

Another way that I see myself as an educator for multilingual learners in the classroom, is that I will advocate for these students who are inaccurately placed into the special education program, or are falsely diagnosed with a disability that they do not have. I have learned through my research in this course, that multilingual learner students are often placed into special education services in schools at catastrophically high rates compared to their peers who speak only English. With this in mind, I will do my part to ensure that my co-workers and school board, and those who make decisions regarding students implementation into special education

understand that students who do not speak English are not automatically qualified to receive services in the special education program. It is important to me, that I stand up for these students, and help other teachers eliminate any other biases that they have about multilingual services, so that other teachers are not pulling multilingual learner students out of the general education classroom in cases where this pull-out is unnecessary. When multilingual learner students are wrongfully placed in special education services, this not only will hinder their learning abilities, but it will also negatively impact their confidence and self-esteem. Therefore, I will be an educator who is proactive about making sure multilingual learner students are placed in appropriately challenging classes for themselves.

Finally, I see myself as an educator who is open to change. I will always work to listen to my students thoughts and opinions, and never let their voices go unheard. I believe that students should be “co-teachers” of their learning, and actively participate in developing how and what content they want to learn within the classroom. This is especially true for multilingual learner students, as they work to balance their identity at home and their identity at school in the United States. For instance, I especially want to make sure that the multilingual students in my classroom have equal opportunity to share how the learning experience in my classroom could be improved for them, as well as ways that I could tailor my learning techniques that make them feel similar to learning experiences that they had in the past that worked well for their learning success. I also want to create opportunities in my future classroom where students can bring in items or interesting facts about their past, both in the classroom experiences they have had and otherwise, that will allow students to learn more about one another. Further, I also see myself as a teacher who will allow students to teach on topics about these things that relate to the story to their class. By having students bring in information about themselves, especially multilingual learner students who may have a different past than other students, the other students are not only learning from their peers, but the one teaching and showing the class something of value to them is also feeling more respected and heard by the class at that moment.

References

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Marks, A. K., & Suárez-Orozco Carola. (2015). *immigrants* New York: New York Univ. Press.

Portfolio: Student B

As a pre-service teacher hoping to return to a small town, there is a lot on my mind in terms of preparedness and ideas. This includes working with multilingual learners. My experience in the realm of multilingual education has been rather limited. Rural Nebraska served as my home, and the diversity in many of those areas is small. Because of this, I have never had the opportunity to teach or be taught alongside a student who didn't already have a strong background of English. A few of my classmates in high school had Spanish origins but had essentially adapted to the culture and language in most perceivable ways as a student. Even in my practicum experiences, the presence of language learners was small. Because of this all, my experience in the field directly is small. However, I still want to be prepared. Any student could walk into my classroom, and I want to be able to reach them.

I feel that I have some of the necessary tools and practices to help teach language learners. To me, one of the most important aspects of teaching language is learning how to address the issues directly in planning and instruction. Without doing so, it is easy to forget or, tragically, make decisions that actively hurt these types of learners. Directly addressing the issues and taking time to learn about my learners is one of my keys to help avoiding dangerous misconceptions. These types of problems can easily arise from ignorance, and they are only strengthened by the good will that most teachers have. Almost all teachers wish the best for every student, but this means a lack of knowledge can push us towards ideas that seem helpful in nature but are truly negative for the learners. Writing explicit language objectives for learning and taking care to implement proven strategies in the classroom are some of the steps that I wish to take in order to help my students succeed and keep myself on track.

While I know some of the tools and strategies, I am unfortunately still unsure due to my inexperience. I have practiced creating plans and incorporating strategies into lessons, but all of my true experiences in the classroom have had a lack of language learners. This has not prevented me from preparing, though, and I plan to continue to do so even when there are no specific MLLs in my classroom. I will continue to create plans and implement practices into my teaching in order to develop my skills and abilities. While the language learner population can be quite small in schools of rural Nebraska, these practices, when implemented well, can benefit all students. This is doubly so in the field of science. As a science teacher, one of my primary goals is to help students develop scientific literacy and prowess in the field of communication for it. In many ways, the language of science is its own subset of English. Because of that, every student can be seen as a language learner; some may just be at different points along the journey. These practices can not only help those developing English but those learning how to transition into communicating with science as well. With this practice under my belt, I can be better prepared for when a language-learning student enters my class.

Throughout my career, I want to continue developing my skills and adding to my options. Science has a copious amount of excellent language resources online ranging from activities to even translations of the standards so that all parents can understand what the goals are. I plan to continue research into this field to gather as many resources as I can. I hope to then share these with colleagues and work with them to develop new ones or improve on the bases of other plans. This all also includes keeping track of research on the subject of language learning to help implement new ideas and see what opinions or goals have changed over time in the field. When I did my research on Students with Interrupted Formal Education, for example, the amount of hard data was rather limited when compared to the overall MLL population. Over time, there will hopefully be more research and observations made that improve our understanding further. I can then practice implementing new ideas based on these findings. Even then, it is highly possible that brand new groups will be identified or there will be a large paradigm shift in how we teach overall. Following along with these developments will allow me to better adjust and decide what works best for my particular classroom and improve the learning environment.

Overall, while my experience is limited, I want to be an active learner when it comes to teaching those still learning a language. This is both through development from practicing and incorporating ideas into my lessons and also by watching out for new developments and ideas in the field. In the end, I want to be able to teach all of my students as effectively as possible no matter who they are. And as a teacher in a small school, many of the resources that may be available in urban schools may simply not be there or could be much harder to access, which means that I will need to help take up even more of those roles alongside my fellow teachers. There is a lot that teachers must do already, but incorporating the ideas of language development in order to assist all students in learning is one area that must be held in high importance.

Portfolio: Student C

Growing up, I had a **love hate relationship with school**. I enjoyed learning and being around others my age, but I would not always like the teachers I had. Throughout my classes for my major in secondary education, I feel like I have gained a better understanding of the reasons for my love-hate relationship. Having gone through the ELL program and being faced with teachers who either did not get training in helping students who's first language is not English, I can understand why I had a tough time with some teachers.

As a future educator, I hope I never forget where I came from. This gets harder the older I get, the more disconnected I get from how I felt walking into an ELL classroom or when I had a question, but I was not sure how to word it. Now I understand the reasoning for my feelings, and I aspire to use this knowledge to help my future students in ways that I myself was not. I now have the strategies to help my students and I hope to help them in the way they need it. I know that I have a long way to go, as I will face my first students with anxiety, but I hope that my determination will help me to become the teacher my students deserve to have.

I hope that as a social sciences teacher, I can help inspire my students in learning about the world. Today, I would say I feel prepared to apply the strategies and theories we have learned, but I hope that in practice I will gain confidence to apply them with better finesse. As a future educator I want to support my students and build relationships with them, so that our learning environment is the most beneficial for them. I want to make sure I keep in mind the struggles and hurdles my students will face in life, so I can change and apply my pedagogy in the best way.

I think that by teaching and being an educator, I will improve my strategies and find the best way to connect and teach my students. I know that I still have a lot to learn, in terms of practice and theories, but I hope that what I have learned will create a strong foundation for my profession. I can only hope to become as good as my favorite teachers and strive to avoid becoming the teachers that I disliked as a student myself.