

Texas Workforce Commission

Adult Education and Literacy



Fall Institute 2020

Handout

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Day 2, Session 2

TELL TX Increasing Rigor in Lessons for Adult English Language Learners

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Session Description: this session will first review the rationale for increasing rigor when designing lessons for adult English learners. Then, look at five effective practices for increasing rigor in those lessons, including: Creating learning objectives that are derived from the Texas AEL Content Standards 2.0, Incorporating strategies that promote higher-order thinking skills,

helping students learn to tolerate and expect ambiguity in the learning process, aligning assessments with objectives, higher-order thinking skills, and activities, Participating in professional development opportunities.

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TELL TX Workshops:

Professional Development

- Using Rubrics in the ESL Classroom
- Google Classroom for ESL Learners
- Introduction to Technology Apps for the ESL Classroom
- Integrating Math into ESL

Objective

- Recall at least three reasons for increasing rigor in lessons designed for adult English learners
- Identify three or more ways to increase rigor in their classroom lesson plans.

Rationale for Elevated Rigor

Why do we need to increase rigor in our lessons for adult English language learners?

9 Reasons to Increase Rigor

1. Raise Expectations
2. Alignment to in-demand occupations

3. Engage Stakeholder
4. Reflect best practices
5. Enhance professional development
6. Teacher accountability
7. Strengthen assessment practices
8. Articulate goals
9. Raise awareness

As educators, we need to raise expectations for all learners and communities, and honor the fact that students are in our classroom to meet their learning goals. We also need to align our instruction to in-demand occupations and industry literacy requirements, which have grown much harder over the years.

It is important to engage stakeholders in building a common set of goals and vocabulary. When we are all doing the same things yet talking about them in different ways, it can be challenging to collaborate. Additionally, varied rhetoric makes it difficult to understand what the common practices are across our discipline.

Next, we need to improve curriculum, instruction, and assessment so that they consistently reflect best practice within the disciplines and in the field of adult learning. It is critical to enhance professional development to support instruction so that teachers can stay up-to-date and current on best practices.

Additionally, elevating rigor holds teachers accountable for providing appropriate and high-quality education for adult learners. In doing this, teachers much strengthen their assessment practices so that they remain aware of where their students are in the learning process and what they can do to help their adult learners reach their goals. It is also important to

articulate the goals of adult education and when possible, align them with the goals of other departments, agencies, and organizations.

Finally, elevating rigor helps raise awareness and visibility in the community for adult education, and as a result, increases commitment to the programs and learners served.

5 Effective Practices for Increasing Rigor

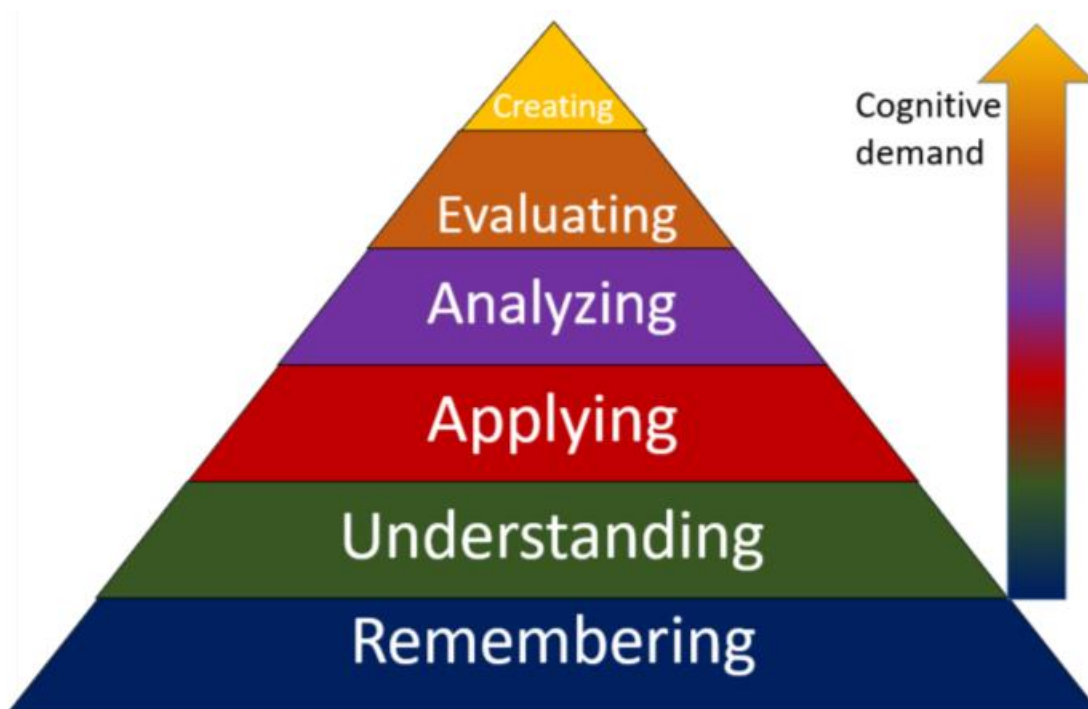
1. Creating learning objectives that are derived from the standards.
2. Incorporating strategies that promote higher-order thinking skills
3. Aligning assessments with objectives and higher-order thinking skills
4. Helping students learn to tolerate and expect ambiguity in the learning process
5. Participating in professional development opportunities

Standards Based Objective Based the Texas AEL standards 2.0.

- Use the language from the Standards to help create a common Language across disciplines and the field of adult education in Texas
- Use Action verbs like the ones found in Bloom's Taxonomy and Webb's Depth of Knowledge to focus the cognitive demand of the learning objective
- Include specific strategies the learner will be involved in.
- Post the objective in the classroom and refer to them at them before, during, and at the end the lesson
- Use the language from the Standards to help create a common Language across disciplines and the field of adult education in Texas

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Bloom's Taxonomy



Level 1: Remembering

Can the student recall or remember the information?

They would be able to define, duplicate, list, memorize, recall, repeat, reproduce, or state.

Level 2: Understanding

Can the student explain ideas or concepts?

They would be able to classify, describe, discuss, explain, identify, locate, recognize, report select, translate or paraphrase.

Level 3: Applying

Can the student use the information in a new way?

They would be able to choose, demonstrate, dramatize, employ, illustrate, interpret, operate, sketch, solve, use, or write.

Level 4: Analyzing

Can the student distinguish between the different parts?

They would be able compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, or test.

Level 5: Evaluating

Can the student Justify a stand or decision?

They would be able to appraise, argue, defend, judge, evaluate information.

Level 6: Creating

Can the student create a new product or point of view?

They would be able to assemble, construct, create, design, develop, or invent.

Webb's Depth of Knowledge "DOK"

DOK Level 1. Recall

DOK Level 2. Skill/Concept

DOK Level 3. Strategic Thinking

DOK Level 4. Extended Thinking

Level 1: Recall

- Focuses on specific facts, definitions, details, or procedures and there is typically only one correct answer.
- Action verbs in this level can include arrange, calculate, define, draw, identify, list, label, illustrate, match, memorize, recognize, and tell.

For instance, googling an unfamiliar word to learn the definition would be considered a level 1 activity.

Level 2: Skill/Concept

- Focuses on applying skills and concepts and explaining how or why and there is typically only one correct answer.
- Action verbs in this level can include: categorize, cause/effect, classify, compare, distinguish, estimate, graph, interpret, modify, predict, relate, show, and summarize.

A level 2 example activity would include students summarizing the main idea of a passage.

Level 3: Strategic Thinking

- Focuses on reasoning and planning in order to respond, requires complex and abstract thinking, and defending conclusions. There can be multiple answers or approaches.

- Action verbs in this level can include: assess, cite evidence, compare, conclude, construct, critique, develop logical argument, differentiate, formulate, hypothesize, investigate, and revise.

For instance, a student who is providing evidence to support their stance in a group discussion would be engaging in a level 3 DOK activity.

Level 4: Extended Thinking

- Focuses on complex reasoning, planning, and thinking and makes real-world application in new situations. For this level, there can be multiple answers or approaches and often requires extended periods of time with multiple steps to complete.
- Action verbs in this level can include: apply concepts, analyze, connect, create, critique, design, and prove.

An example that represents a level 4 activity would be a student researching a topic and then creating an infographic using an online tool.

Higher Order Thinking Skills

Bloom's Taxonomy Cognitive Level 3,4,&5



Webb's Depth of Knowledge Level 2,3,&4



Some Strategies that promote Higher-order Thinking Skills

- Compare and Contrast
- Predict and Infer
- Scripting a Dialogue
- Peer/Self Evaluation of work
- Sorting into Student Labeled Categories
- Listing Synonyms and Antonyms

Alignment Across the Lesson

- Align the lesson objective with learning activities.
- Make sure the assessment is reflective of both the learning objective and the teaching activity
- Integrate related high order thinking skills with all three

Alignment puzzle piece 1

Ensure that assessments are relevant to the standards, learning objectives, and activates.

Alignment puzzle piece 2

Use your learning objective when designing both formative and summative assessments.

Alignment puzzle piece 3

Make students aware of and remind them about both the objectives and the standard they are working toward.

Alignment puzzle piece 4

Provide specific feedback to student about their progress toward personal and classroom learning goals.

Learning Process

Help students learn to expect and tolerate ambiguity throughout the learning process.

5 strategies you can use for this in your classroom:

1. Wait time
2. Open-ended questions
3. Ask 3 then me
4. Student created questions
5. Create a positive learning environment.

Wait time

Build wait time into questioning sequences.

- Build processing strategies in to the lesson.
- Use processing strategies like “Think-Pair-Share”
- Pause for 10 seconds before accepting answers.

Ask 3 Then Ask Me

Encourage students to ask their peers for help before asking the teacher for the correct answer.

- Student have to ask three of their peers before asking the teacher.
- Ask them what their peers said.
- Gives insight on what questions students can or cannot answer for themselves.

Use Open Ended Questions

Script and ask open-ended question.

- Helps get the learner out of their comfort zone.
- Helps engage Higher-order thinking skills.
- Encourages students to justify and support their response.
- Try to compose your questions before the lesson.
- Be ready to answer the question you have asked.

Student created questions

Have students create the questions for quizzes, worksheets, and other assessments.

- Use sentence stems and other scaffolding support when necessary.

- Helps student consider what information is important.
- Provides an opportunity for students to practice forming questions.
- Let them collaborate with their peers.

Create a Positive Learning Environment

Celebrate the learning process and student successes.

- Create a culture that embraces the whole learning process.
- Be the classroom where students understand that making mistakes is part of learning process.
- Celebrate student's successes no matter how big or small.
- Applaud their efforts on difficult topic.
- Commend them on their willingness to engage in challenging task and encourage them not to give up.

Continuous Professional Growth

- Collaborate
- Participate
- Research
- Engage
- Revisit

Collaborate

Collaborate with Colleagues

- Everyone thinks, processes, and approaches classroom challenges differently.
- Fosters creativity and teamwork.

- Offer fresh perspectives or novel strategies to teaching difficult Learning objectives.
- Expand and refine your “teacher toolkit”

Participate

Participate in Professional Development Opportunities

- Introduces and reinforces best practices from the field.
- Increases the breadth and depth of understanding of the principles of teaching adult language learners.
- Offer an opportunity to expand your collaborative network beyond your immediate circle of practice.
- Expands and refines the strategies and technique of the “teacher toolkit”.

Research

Familiarize yourself with current research: The Field of Teaching Adults.

- Read articles published in professional journal, textbooks, research papers, and forums.
- Helps to ensure teaching strategies are relevant and grounded in research.
- Provides insight into, teaching strategies, techniques, practices and access to classroom resources.

Engage

Join, follow, or otherwise engage with professional organizations

- Often provide online professional development such as webinars or seminars as well as annual local, regional, and national conferences

- Professional origination for Adult Education include
 - TRAIN PD@TCALL
 - COABE –TALAE
 - Literacy Texas
 - TESOL- TexTESOL
 - LINCS
- For a list of other professional organization for adult education visit the TCALL website.

Revisit

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TRAIN PD @TCALL and the Texas AEL PD Portal