TELL TX

Teaching English Language Learners in Texas

Increasing Rigor in Lessons for Adult English Learners

TRAIN PD @TCALL

TELL TX Workshops:

Source: Creative Commons

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

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Increasing Rigor in Lessons for Adult English learners

Adapted
from the PD Portal
Curriculum
of the same name

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CURRICULUM

Increasing Rigor in Lessons for Adult English Learners

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Details

Participants in this course will first explore why it is important to increase rigor in lessons for adult English language learners (ELLs). Then they will explore the five effective practices for increasing rigor:

- Standards-based objectives
- Higher-order thinking skills
- Getting comfortable with the learning process
- Alignment across the lesson
- Continuous professional growth

Show More

CURRICULUM
Increasing Rigor in Lessons for Adult
English Learners

Open Curriculum

Contents — 3 Trainings

NOTE — Read Me First for Course Instructions

ONLINE CLASS — Increasing Rigor in Lessons for Adult English Learners

TEST — Increasing Rigor is Lessons for Adult English Learners

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

Raise expectations

Alignment to in-demand occupations

Engage Stakeholder

Reflect best practices

Enhance professional development

Teacher accountability

Strengthen assessment practices

Articulate goals

Raise awareness

5 Effective Practices for Increasing Rigor

Creating learning objectives that are derived from the standards.

Incorporating strategies that promote higher-order thinking skills

Aligning assessments with objectives and higher-order thinking skills

Helping students learn to tolerate and expect ambiguity in the learning process

Participating in professional development opportunities
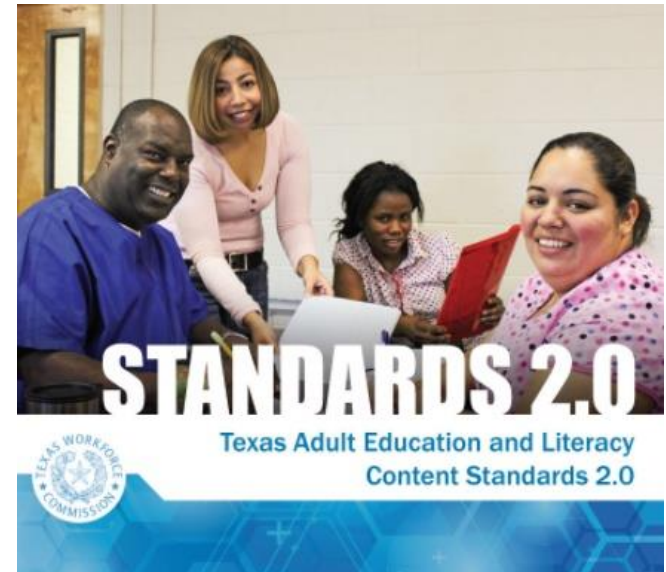
Standards Based Objective
Based the Texas AEL standards 2.0.

- 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
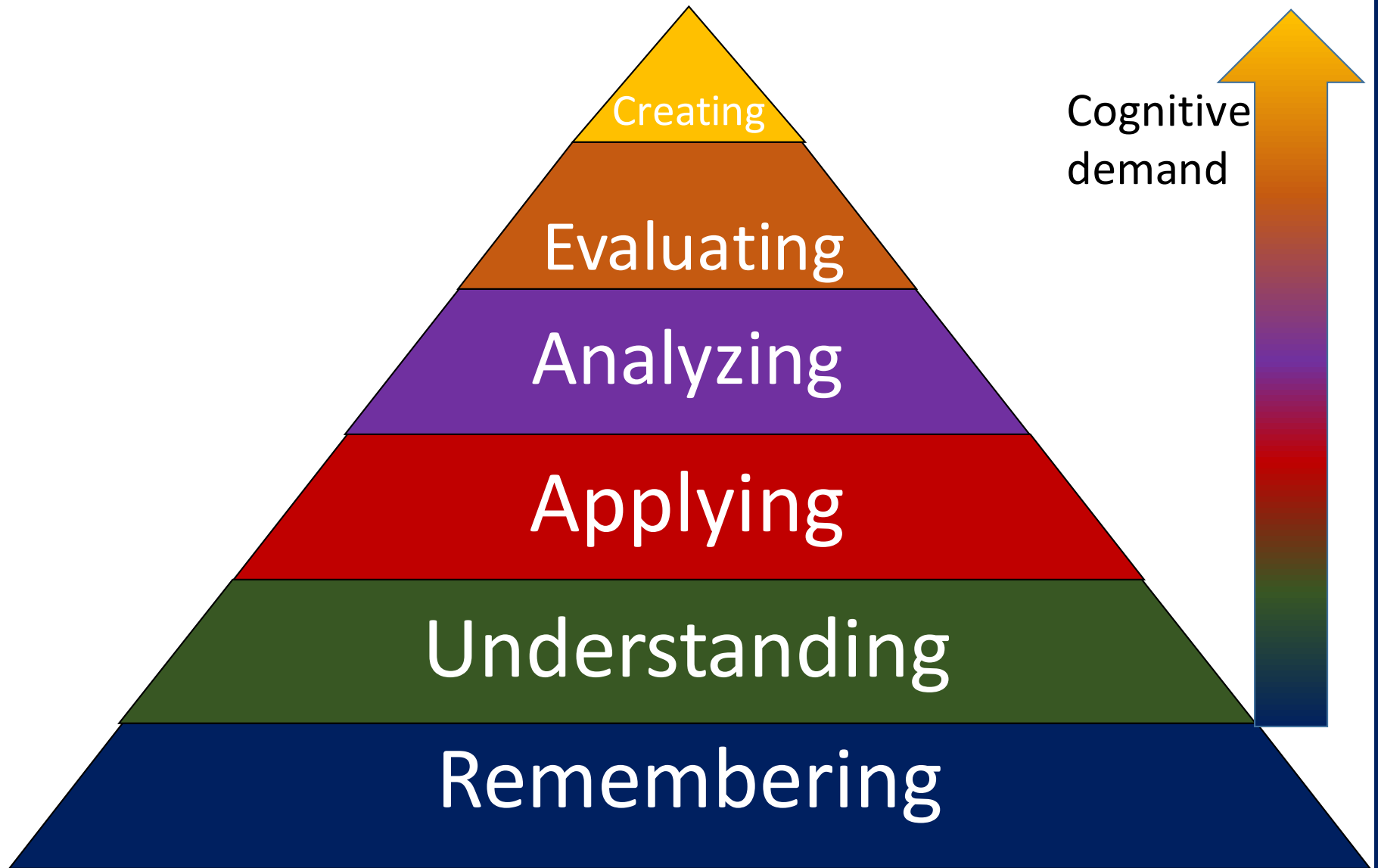

ESL
English as a Second Language
Content Standards

ESL

Standards Based Objective
Based the Texas AEL standards 2.0

- Derived from the 2016 Texas AEL Standards

- Aligned to the knowledge, skills, and abilities required for entry and middle skill work in occupations within the four following industry clusters:

  - advanced manufacturing
  - construction and extraction
  - healthcare sciences
  - transportation, distribution, and logistics

STANDARDS 2.0

Texas Adult Education and Literacy
Content Standards 2.0

Bloom's Taxonomy

- Creating
- Evaluating
- Analyzing
- Applying
- Understanding
- Remembering

Cognitive demand

Bloom's Taxonomy
Level 1

Can the student recall or remember the information?

Remembering

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

Bloom's Taxonomy
Level 2

Can the student explain ideas or concepts?

Understanding

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

Bloom's Taxonomy
Level 3

Can the student use the information in a new way?

Applying

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

Bloom's Taxonomy
Level 4

Can the student distinguish between the different parts?

Analyzing

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

Bloom's Taxonomy
Level 5
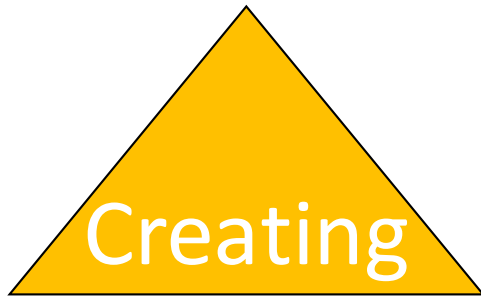
Can the student Justify a stand or decision?

Evaluating

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

Bloom's Taxonomy
Level 6

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

Creating

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

Webb's Depth of Knowledge "DOK"
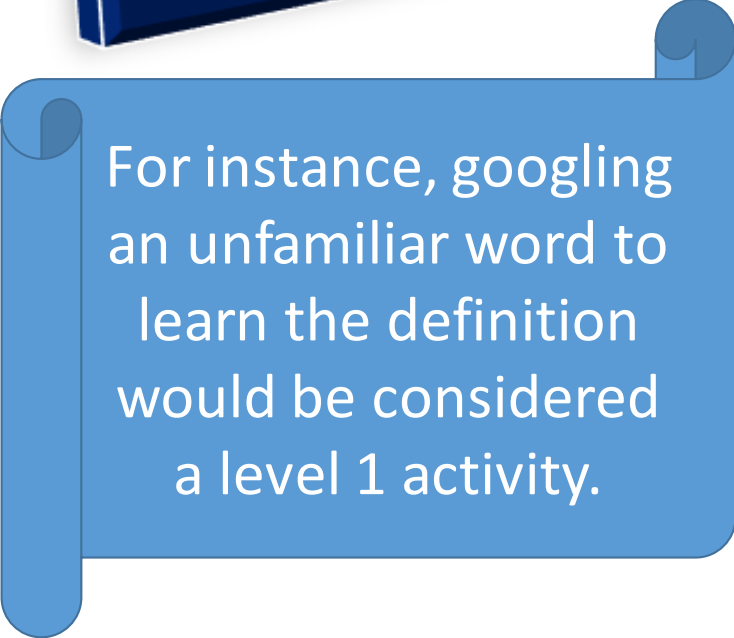
Webb's Depth of Knowledge "DOK"

DOK Level 1
Recall

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

- 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.

Webb's Depth of Knowledge "DOK"

DOK Level 2

Skill/Concept

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

- 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.

Webb's Depth of Knowledge "DOK"

DOK Level 3
Strategic Thinking

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.

- 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.

Webb's Depth of Knowledge "DOK"

DOK Level 4

Extended Thinking

An example that represents a level 4 activity would be a student researching a topic and then creating an infographic using an online tool.
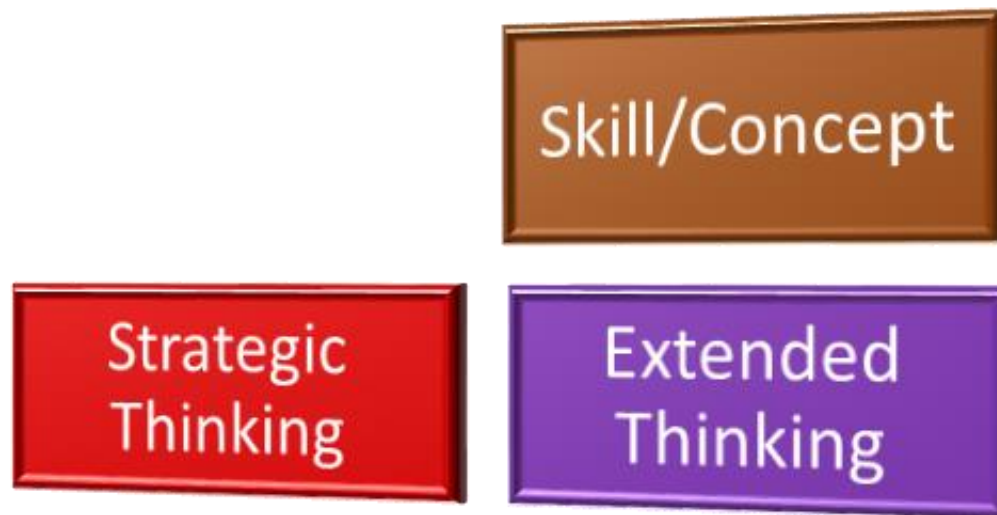
- Focuses on complex reasoning, planning, and thinking and makes real-world application in new situations. For this level, there can be multiple answers or approaches and often requires extended periods of time with multiple steps to complete.

- Action verbs in this level can include: apply concepts, analyze, connect, create, critique, design, and prove.

Higher Order Thinking Skills

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

CREATING
USE INFO TO CREATE SOMETHING NEW
design, build, plan, construct, produce, devise, invent

EVALUATING
CRITICALLY EXAMINE INFO & MAKE JUDGEMENTS
judge, critique, test defend, criticize

ANALYZING
TAKE INFO APART & EXPLORE RELATIONSHIPS
categorize, examine, organize, compare/contrast

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

Skill/Concept

Strategic Thinking

Extended Thinking

Some Strategies that promote Higher-order Thinking Skills

Compare & Contrast

Predict & Infer

Scripting A Dialogue
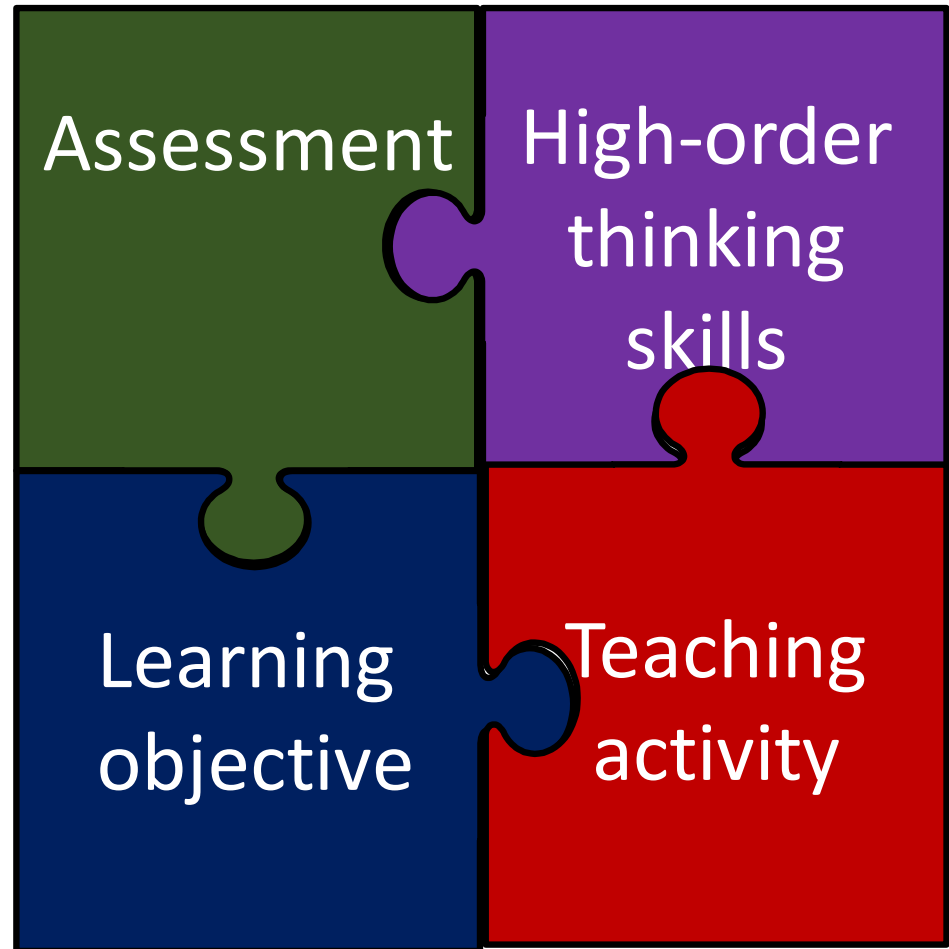
Peer/ self Evaluation of work

Sorting into student labeled categories

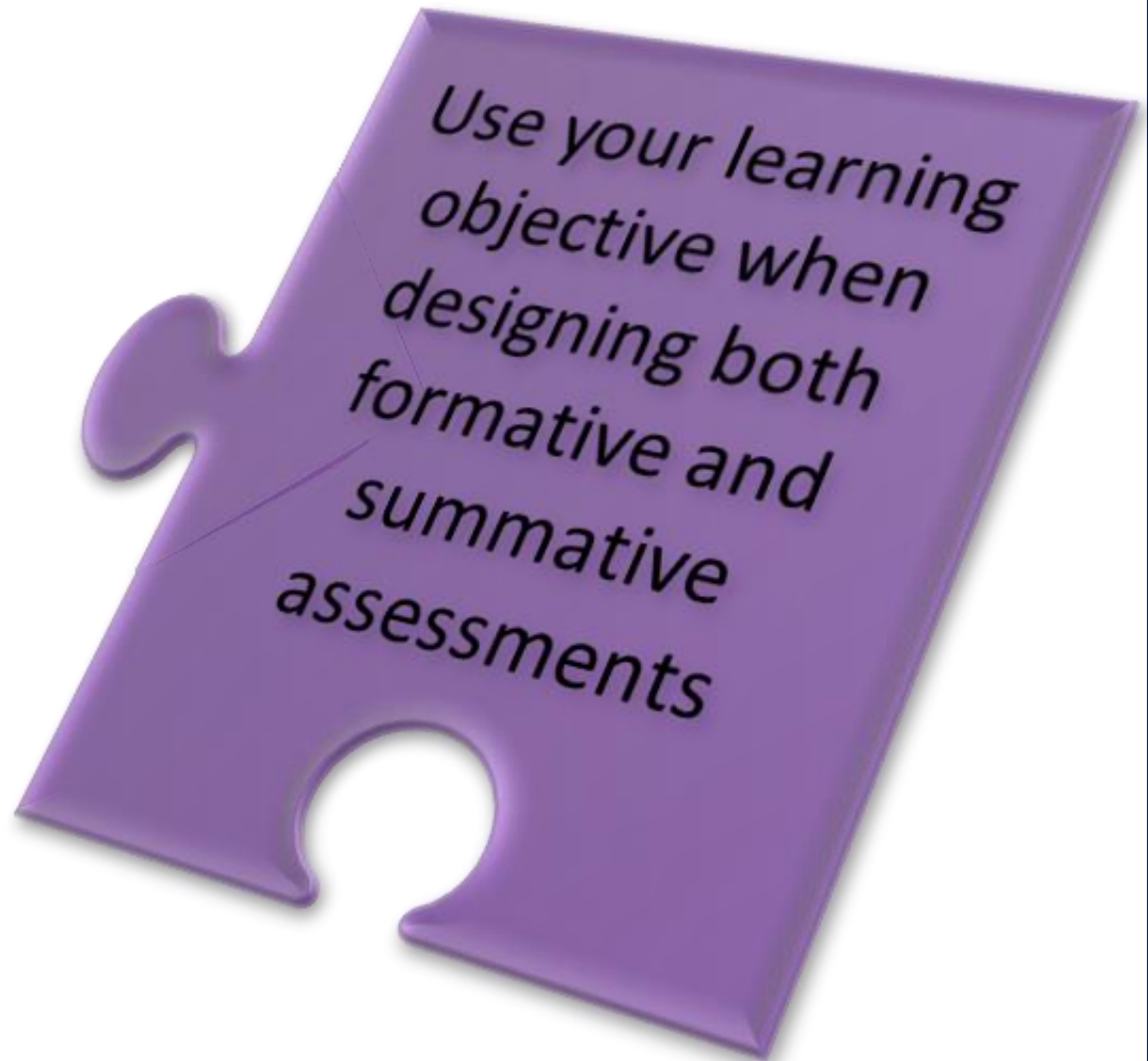Listing synonyms & Antonyms

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
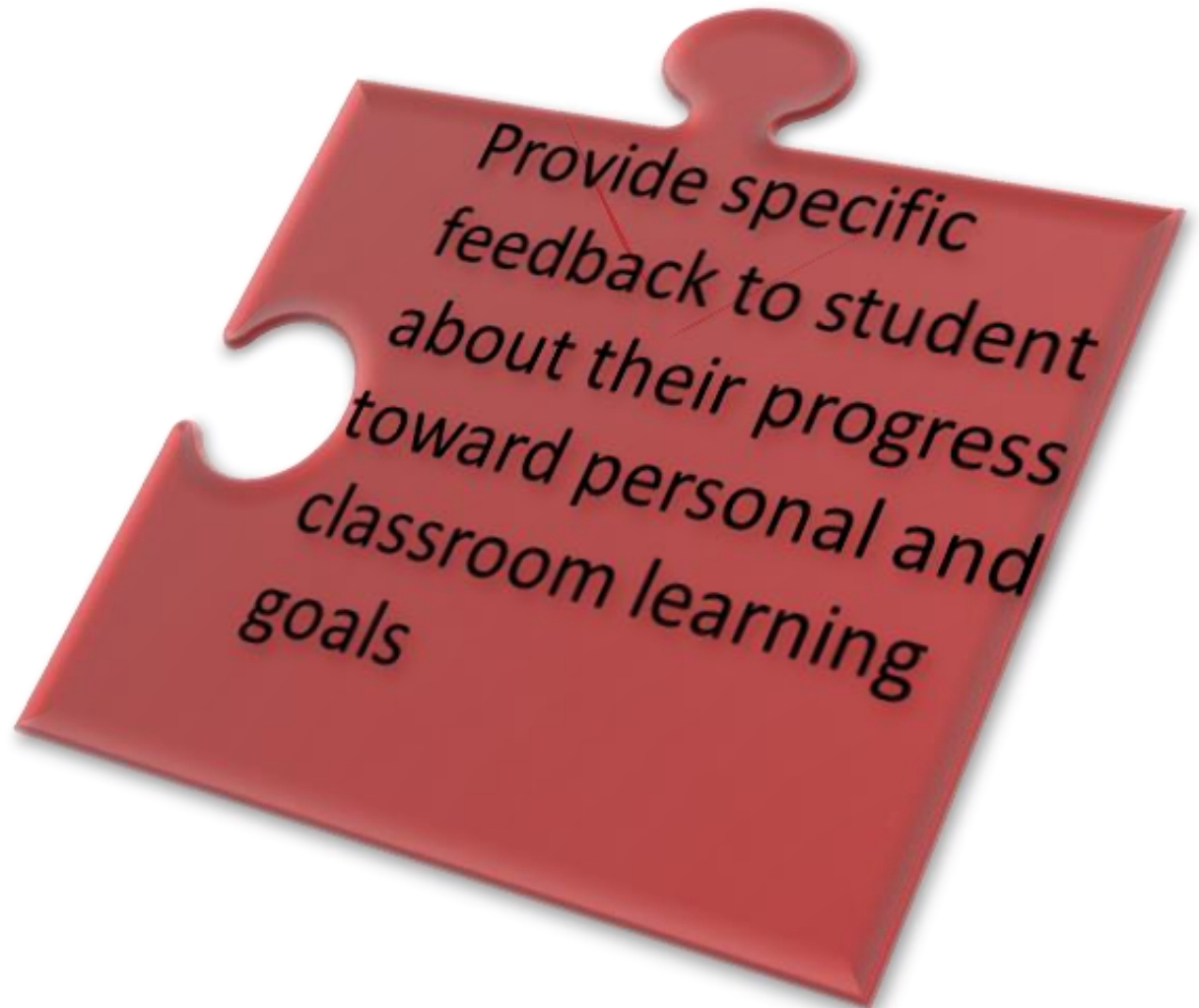
Alignment puzzle piece 1

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
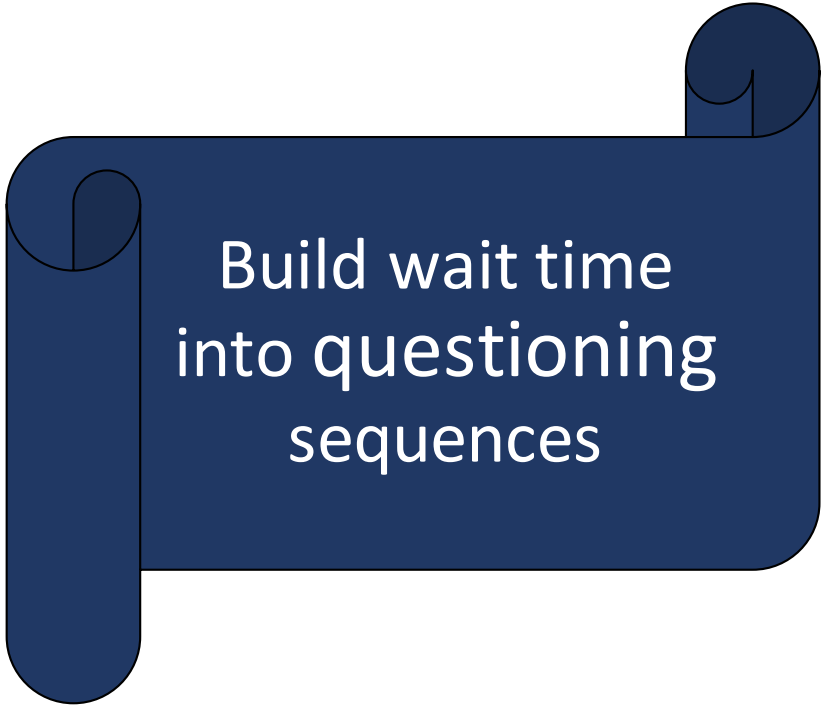
Learning Process

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

5 strategies you can use for this in your classroom

➢ Wait time

➢ Open-ended questions

➢ Ask 3 then me

➢ Student created questions
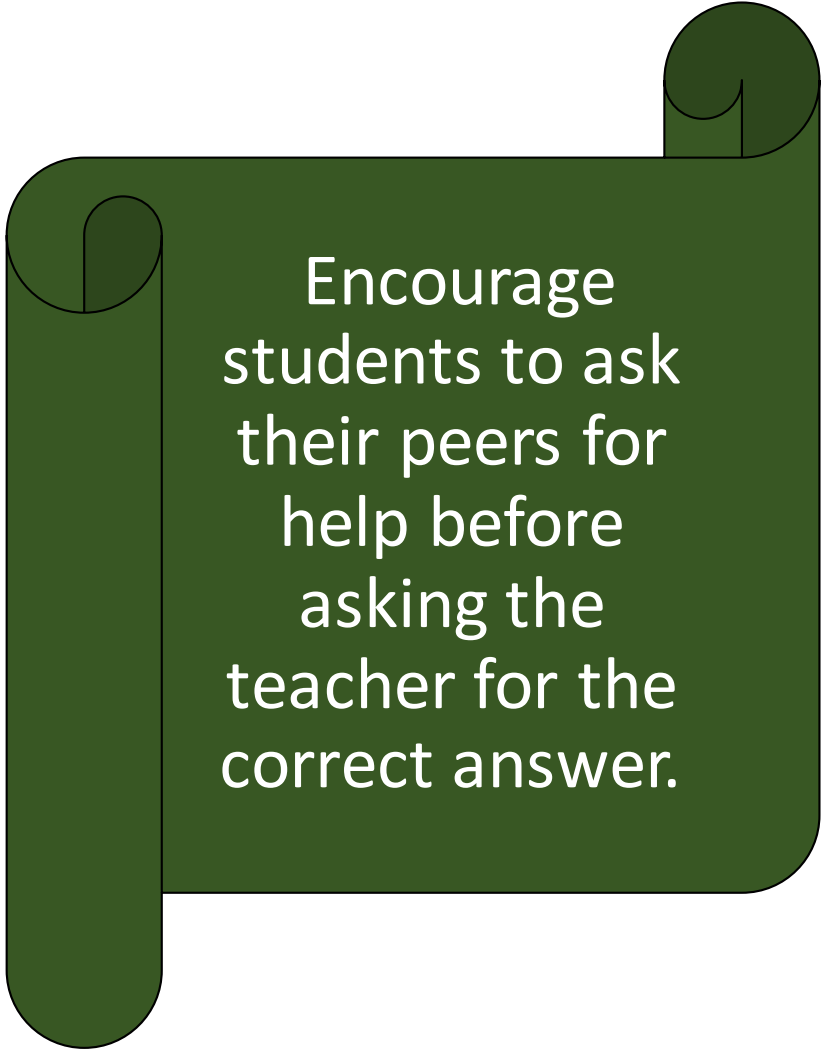
➢ Create a positive learning environment.

Wait time

Build wait time into questioning sequences

❖ Build processing strategies in to the lesson.

❖ Use processing strategies like "Think-Pair-Share"
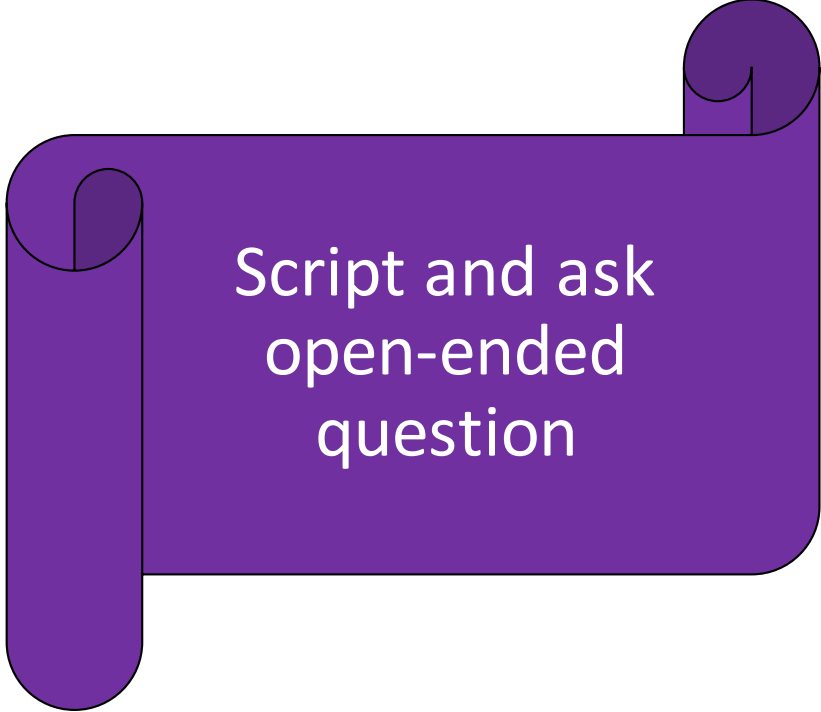
❖ Pause for 10 seconds before accepting answers.

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.

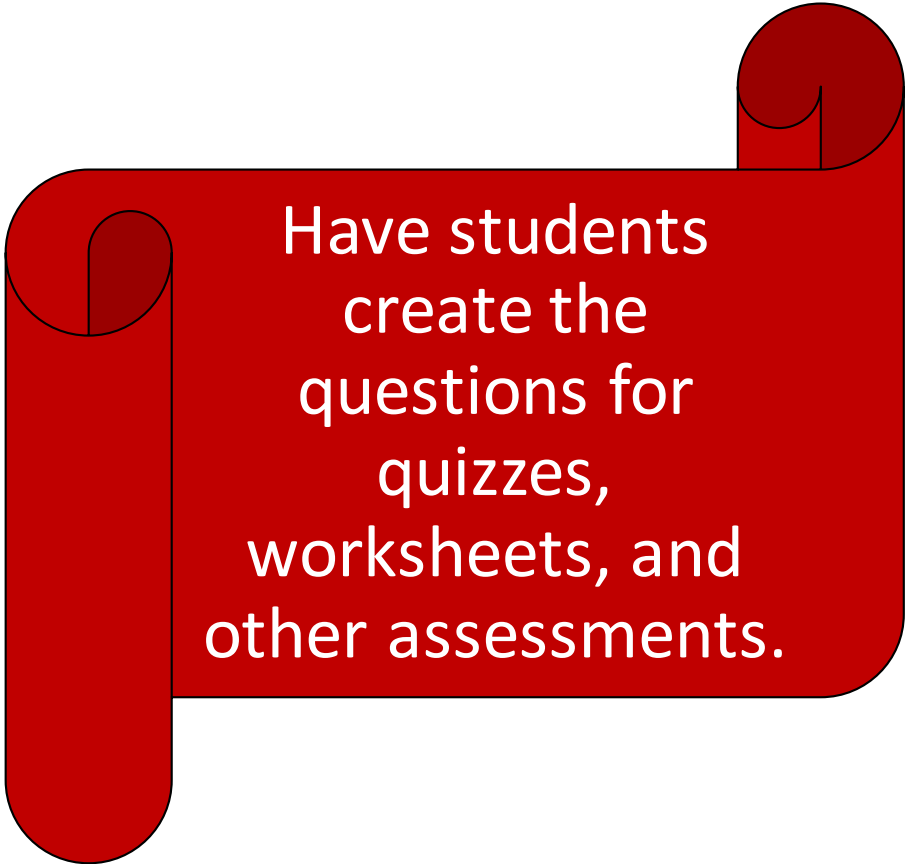❖ Gives insight on what questions students can or cannot answer for themselves.

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 were students understand that making mistakes is part of learning process.

❖ Celebrate students successes no how 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.

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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