

Appendix D

How May a Push-in Classroom Look? Teacher and Student Activities during an ESOL Push-In Class

Standards (Content and Language): GT does not typically address language standards. ESOL T must get language standards included in the lesson. <i>Note: The language of the standard and content must be used throughout the instructional process as students listen, speak, read, write and collaborate, and teachers provide feedback.</i>			
ESOL T will work with GT to (1) create language objectives for all students to promote literacy across the curriculum, (2) provide differentiation based on language needs of ELs, (3) use alternative activities created or selected for students at varying levels of ELP guided WIDA Can Do Descriptors and WIDA standard transformations of the GPS.			
Opening: Activating Thinking Strategies			
The grade-level teacher (GT) is ...	The students are expected to	The ESOL teacher can be....	Challenges
<ul style="list-style-type: none">Explicitly discussing standards, EQ,	<ul style="list-style-type: none">Call out standards or demonstrate understanding of the standard	<ul style="list-style-type: none">Paraphrasing the standard, putting in student friendly language, or translating into L1 (whole class)	
<ul style="list-style-type: none">Introducing standards vocabulary and how it relates to lesson	<ul style="list-style-type: none">Take notes of vocabulary and definition	<ul style="list-style-type: none">Paraphrasing or reinforcing GT’s instruction using visuals or graphics and L1 to scaffold new concept to whole class and/or asking ELs to write standards vocabulary on index cards; may <u>parallel teach</u> the EL group and may be previewing or pre-teaching content vocabulary before lecture; use Frayer approach, visual imagery, realias, etc.	<ul style="list-style-type: none">Parallel teaching is tricky because EL support is more time intensive than the time GT can or will spend on vocabulary development; at many points ELs need more time to practice academic language across the language domains. Same lesson can be taught by GT and ESOL T, but ESOL T may not complete during same time frame.
<ul style="list-style-type: none">Building background knowledge	<ul style="list-style-type: none">Listen	<ul style="list-style-type: none">Bringing culture connection to the <u>whole class</u>, or if addressing only the EL group, use L1 and provide cultural examples (<u>parallel teaching</u>)	<ul style="list-style-type: none">Caution must be practiced in using cultural examples: since more than half of our ELs nationwide were born in U.S., they are often “between” or straddling cultures as well as between languages, not fully proficient in their native language nor in English<u>Relying on listening only</u> for such an important piece of the instructional framework as building background will not suffice. English learners need multiple pathways to access information and concepts; Providing multiple pathways to building background (and activating prior knowledge) for academic concepts can be accomplished through use of virtual or actual experiences, realia, imagery, nonlinguistic pathways,

			figurative language, analogies, etc.; however, all these are time consuming. ESOL T may not be able to keep pace with GT.
<ul style="list-style-type: none">Asking students to complete a sponge activity requiring writing	<ul style="list-style-type: none">Complete activity	<ul style="list-style-type: none">May be teaching the <u>whole class</u> supporting GT's explanations with a sample writing; supporting EL group with clarification, etc. and providing sentence or paragraph frames (<u>parallel</u> or <u>alternative</u> teaching)	<ul style="list-style-type: none">A sponge activity is typically not tied to the general lesson nor intended to require much support; therefore, not given importance. If the sponge activity is used to develop writing skills, ESOL T must provide effective supports for writing such as sentence/paragraph frames as well as a word bank.
<ul style="list-style-type: none">Review previous lesson and asking probing Qs	<ul style="list-style-type: none">Orally participate	<ul style="list-style-type: none">Asking ESOL students to write their answers to the Qs or to note what they do not know and then share out (EL group – <u>parallel</u> or <u>alternative</u> teaching)	<ul style="list-style-type: none">Just asking students to write answers to questions rather than orally state them does not seem to be a strong support for language production. ESOL T has to provide students with non threatening activities that will generate oral participation such as a 3x3 vocabulary matrix to generate oral sentences, or a Bingo game in small groups, students can respond by listening to and reading the definitions, or students can play “A Mile a Minute”, a game whereby students guess an academic category based on orally presented clues.
<ul style="list-style-type: none">Facilitating a review activity (drill): BINGO	<ul style="list-style-type: none">Participate either in a mixed group or EL group	<ul style="list-style-type: none">Walking around checking up on her/his ELs in their mixed groups (or in one <u>EL group</u>)	<ul style="list-style-type: none">Mainstream students may compete with ELs for ESOL T's time and attention, resulting in ESOL T not being able to help ELs with academic needs.
Work Session/Work Period: Cognitive Teaching Strategies			
The grade-level teacher (GT) is ...	The students are expected to	The ESOL teacher can be....	
<ul style="list-style-type: none">Teaching new material: mini-lesson, teaching from a PowerPoint presentation, web lesson, BrainPop lessons	<ul style="list-style-type: none">Take notes	<ul style="list-style-type: none">Modeling note taking on the board or overhead to the <u>whole class</u>; in parallel teaching, ensuring “brain breaks” so that EL students can process the content vocabulary; chunking mini lessons to ask comprehension questions or paraphrasingReferring the EL group to an outline s/he created and facilitating completion of task	<ul style="list-style-type: none">Note taking which involves metacognitive skills: summarizing big ideas and separating out detail must be taught and practiced. Students need a great deal of practice with this. When the process is not modeled, and students are simply recording information from the PowerPoint, the information is not remembered nor integrated. GT must

		<p>using the outline. This outline may also be provided to the entire class and ESOL teacher may facilitate its completion by the <u>whole class</u>; may provide a semantic cloze activity of the lecture to <u>ELs only</u>.</p> <ul style="list-style-type: none">• Providing a model or diagram in a science class; timelines and pictures in SS, etc. for <u>ELs or whole class</u>.	<p>recognize note taking skills’ importance even with mainstream students in her class.</p> <ul style="list-style-type: none">• GT may not support the use of outlines and graphic organizers such as diagrams or models because “they take away from instructional time.” However if used, students will have a “map” to follow to organize and visualize information and relationships between concepts.
<ul style="list-style-type: none">• Facilitating a silent activity	<ul style="list-style-type: none">• Complete the activity	<ul style="list-style-type: none">• Monitoring EL students’ progress (ELs in <u>mixed groups</u>). All ELs may be in <u>one group</u>.	<ul style="list-style-type: none">• Monitoring progress important, but when the classroom is silent, it is difficult to provide support for ELs. This can potentially generate conflict with GT who has set an expectation for individual completion of activity silently, while ESOL T must provide support for student to successfully complete task. Support is needed when GT has provided confusing directions or did not provide explicit directions to students. In any case, silent activities are often text based and do not provide supplementary materials or non linguistic pathways for students to access understanding. Many students struggle under these circumstances, feel isolated and cut off from support.
<ul style="list-style-type: none">• Facilitating a Lab activity (science)	<ul style="list-style-type: none">• Complete the lab in groups at lab tables	<ul style="list-style-type: none">• Working with <u>EL students</u> who are grouped together at a lab table, providing guidance	<ul style="list-style-type: none">•
<ul style="list-style-type: none">• Processing: e.g. card sort, study skills packet, etc.	<ul style="list-style-type: none">• Complete the activity	<ul style="list-style-type: none">• Monitor <u>EL students</u>; pair up EL students, work with students chunking the assignment. ESOL teacher may have the <u>EL group</u> and do a jigsaw activity by dividing the work packet and then asking students to combine answers and for the group to decide on the final answers collectively by negotiation and discussion (<u>parallel</u> teaching).	<ul style="list-style-type: none">• If a skills packet is text based only (includes worksheets and handouts that require reading and comprehension of academic vocabulary and understanding conceptual relationships to be successfully completed), this can become an unproductive and superficial activity for students. Skill packets do not always provide opportunities for ESOL teacher to develop nonlinguistic or non-text based materials/pathways for student access to academic language.

<ul style="list-style-type: none">Dictating	<ul style="list-style-type: none">Take notes	<ul style="list-style-type: none">ESOL teacher creates a dictogloss activity for the <u>whole class</u>. ESOL T may have already prepared all <u>ELs</u> and ELs have discussed the anticipation guide or worked on a dictogloss first in pairs, then in groups; shared notes with their groups to create a text as close as possible to the originalELs can be paired with native speakers.	
<ul style="list-style-type: none">Leading a read aloud	<ul style="list-style-type: none">Read aloud	<ul style="list-style-type: none">ESOL T may read <u>with GT to whole class</u> or <u>ELs</u> may be grouped together to read aloud and ESOL T conducts a <u>parallel</u> read aloud activityESOL teacher monitors fluency and comprehension of <u>EL group</u>	<ul style="list-style-type: none">Asking students to read aloud can lead to unintended consequences: a) students need to have language orally modeled for them often; sometimes students have not reached the level of fluency and comprehension required to adequately demonstrate reading aloud for the other students, so a poor read aloud model is provided for others, b) can generate anxiety for students and thereby diminish the instructional benefit
<ul style="list-style-type: none">Assigning a writing activity (essay)	<ul style="list-style-type: none">ELs complete the assignment (may be grouped together)	<ul style="list-style-type: none">ESOL teacher provides explicit feedback and does interactive writing with the <u>EL students</u>, or provide writing scaffolds such as paragraph frames, writing starters/prompts to <u>EL group</u> or <u>the whole class</u>	<ul style="list-style-type: none">
<ul style="list-style-type: none">Working with small, flexible groups directly instructing or intervening with them based on their needs.	<ul style="list-style-type: none">Complete task	<ul style="list-style-type: none">ESOL T works with EL group directly instructing or intervening with them (<u>parallel teaching</u>). Instruction is based on pre-assessment or formative assessment	<ul style="list-style-type: none">This is where ESOL T can be most effective and individualize his/her instruction based on student needs. One caveat, because ESOL T needs more time to provide multiple pathways to learning, such as using manipulatives, plus additional practice opportunities which are so important, parallel teaching has challenges. In practice , ELs require more instructional time than gen ed class to demonstrate mastery. Notwithstanding, an argument could be made that all students, native English speakers as well as ELs, require comprehensive and explicit instruction in academic language use.

Closing/After: Summarizing Strategies			
The grade-level teacher (GT) is ...	The students are expected to	The ESOL teacher can be....	
<ul style="list-style-type: none"> Reviewing day's lesson and asking about relationship between standard and lesson/activities 	<ul style="list-style-type: none"> Share knowledge and understanding of the standards 	<ul style="list-style-type: none"> Meeting with the <u>ELs only</u> and probing for understanding and mastery 	<ul style="list-style-type: none"> ESOL T must ask ELs to generate summary sentences using a word bank composed of the academic vocabulary of the standard...oral or written. Use a “write around” activity for students to write big ideas using the language of the standard. Use this segment to go through the 3 stages of learning: transfer, practice and mastery.
<ul style="list-style-type: none"> Playing a closure game, such as a soft ball is tossed to a student when it's his/her turn to provide a response (Echevarria et al. 2008) 	<ul style="list-style-type: none"> Take turns exhibiting learning by finishing sentence starters such as I wonder.... Or I learned.... Or I found out that 	<ul style="list-style-type: none"> Facilitating activity with the whole class or facilitating the assessment activity with <u>ELs only</u>. 	<ul style="list-style-type: none"> ESOL T and GET must agree on which closure games are effective; some examples Jeopardy (always a favorite), Bingo, Wheel of Fortune, etc. Competing demands may not allow informal assessment to occur throughout the lesson so that instruction can address EL student needs and provide opportunities for success or get EL students closer to success by the close of the lesson.
<ul style="list-style-type: none"> Summarizing materials 	<ul style="list-style-type: none"> Listen and take notes 	<ul style="list-style-type: none"> <u>Tag teaming</u> with the mainstream teacher and summarizing for the whole class or summarizing for <u>ELs only</u> and answering questions 	<ul style="list-style-type: none"> Requires planning and agreement on what summarizing activities must be used: use a mentor text to identify details and main idea using highlighters; use an alphabet organizer to identify “important” words, 3-2-1 organizer to isolate the big idea. ESOL T may have to repeat explicit instruction and practice with summarizing, a metacognitive skill that is challenging for all students.
<ul style="list-style-type: none"> Conducting the “Ticket Out the Door” activity with a mixed group of students 	<ul style="list-style-type: none"> Complete/participate in the “Ticket Out the Door” activity 	<ul style="list-style-type: none"> <u>With the GT</u>, conducting a “Ticket Out the Door” activity to assess learning of students by asking students to respond to one of summative questions. ESOL T may do the activity with a <u>mixed group</u> or with <u>ELs only</u>. 	<ul style="list-style-type: none"> Summarizing is a metacognitive skill that is challenging for ELs, so ESOL T may have to provide explicit instruction and practice with summarizing again. Some examples: use a mentor text to identify details and main idea using highlighters, use an alphabet organizer to identify “important” words, 3-2-1 organizer to isolate the big idea....

Note: <u>Co-planning</u> is critical to the success of teacher collaboration and of ELs being able to access the state content curriculum. ESOL T provides suggestions for differentiation based on ELP and content development.	Note: <u>Reflect</u> daily (individually or together). In a notebook or journal, record what worked well and what did not.	
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*The examples of teachers’ roles and activities provided in the chart may be used in all grade levels.