Implications for Teachers, Teaching, and Teacher Professional Development

- Teachers become not only teachers of their discipline, but also develop their students' literacy skills, and the language required to use them effectively
- Tacit knowledge of the uses of English in their specific disciplines becomes explicit, and teachers develop ways of teaching them to their specific students
- A shared understanding of what constitutes “rigor”, “high expectations”, disciplinary language development, differentiation, develops in a school collective
- Generalized understanding of what is expected of high school graduates who are college-ready in the 21st C.
Implications (Continued)

• Work on the “immigrant paradox” (Garcia, Patton, Yang, Suarez-Aviles, Batchelor, and Marks, 2010; Gonzales, 2009; Wen-Jui Han, 2010) to reach internationally benchmarked results (OECD, 2006)

• Coherence in professional development for all teachers in a school around a vision of standards-based goals, with common theoretical stances about how students learn concepts, processes, and language (Walqui and van Lier, 2010)

Teacher professional development

An example from the Quality Teaching for English Learners
In principled and coherent ways QTEL views the development of teacher expertise as taking place:
• Over time
• Through dialogic and collegial engagement
• Using reflection as the engine that drives development
• With a focus on disciplinary language awareness and pedagogical deliberateness that is modeled, practiced, and reflected upon
• Building on heterogeneity
• Mirroring the opportunities teachers need to offer their students
• Offering a broad and flexible array of opportunities: institutes, coaching cycles, lesson planning sessions, video circles, peer observations, seminars, etc.
• Offering educators in professional development a variety of roles through which to grow their expertise
What needs to be developed

- An understanding of what is essential in the education of English Learners: correct use of English? Or rigorous and appropriate disciplinary uses of the language?
- Possible developments in the continuum from "more oral" to increasingly “more written” and accurate uses of English
- Sample performance tasks that represent the range, complexity, and quality of ELL performance at different levels in the attainment of the standards in the four skills

An example

High Challenge and High Support in a Geometry Class

School: International High School, Austin, Texas
Teacher: Susana Tully
Students: Newcomers, between half a year and a year and a half in the U.S.
Lesson: Surface area of a figure when scaling up or scaffolding down measurements
Language Arts Standards

• Cite strong and thorough textual evidence of what the text says explicitly as well as inferences drawn from the text (Key Ideas and Details, Grades 9-10)
• Analyze various accounts of a subject told in different mediums determining which details are emphasized in each account (Integration of Knowledge and Ideas, Grades 9-10)
• Integrate and evaluate multiple sources of information presented in different media or formats in order to address a question or solve a problem (11-12)

Appearance, Reality, and the Power of Words

<table>
<thead>
<tr>
<th>What do the characters say? Copy the quote and indicate the act, scene, and line.</th>
<th>What do they mean? Explain what they would really say if they did not need to mask their intentions.</th>
<th>What are they accomplishing? By saying what they say, what are they actually doing to others?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Double-Entry Journal
Macbeth, Act I, Scene ii

<table>
<thead>
<tr>
<th>What do you learn about Macbeth from what other characters say about him?</th>
<th>Supporting quotes from the text</th>
</tr>
</thead>
</table>

1. “There’s no art to find the mind’s construction in the face.” (King Duncan says to Malcolm in Act I, scene iv, lines 13-14)
2. “The service and loyalty I owe, in doing it, pays itself.” (Macbeth says to King Duncan in Act I, scene iv, lines 23-26)
3. “O, never shall sun that morrow see!” Lady Macbeth says to her husband in Act I, scene v, lines 66-67)
4. “Your face, my Thane, is a book where men may read strange matters.” Lady Macbeth says to her husband in Act I, scene v, lines 68-69)
5. “We will speak further.” (Macbeth responds to his wife in Act I, scene v, line 77)


**Famous Phrases: Macbeth**

Directions: To prepare a small presentation to the class, become an expert about five of these “Famous Phrases” from Macbeth.

- Choose five lines.
- Memorize each line.
- Put each line in your own words.
- Be able to explain the significance of the line in the play as a whole.
- Prepare an answer to this question: Why are these lines still relevant (or not) today?

1. “Fair is foul and foul is fair.” (Witches, Act I, scene i, line 11)
2. “So foul and fair a day I have not seen.” (Macbeth, Act I, scene iii, line 38)
3. “Nothing in his life became him like leaving it.” (Macbeth, Act I, scene iv, lines 8-9)
4. “Yet do I fear thy nature. It is too full o’th’ milk of human kindness…” (Lady Macbeth, Act I, scene v, lines 14-15)
5. “Come, you spirits that tend on mortal thoughts, unsex me here…” (Lady Macbeth, Act I, scene v, lines 42-43)
6. “. . . look like the innocent flower, but be the serpent under it.” (Lady Macbeth, Act I, scene v, lines 71-72)
7. “Will all great Neptune’s ocean wash this blood clean from my hand?” (Macbeth, Act II, scene ii, lines 76-77)
Suggest to students that Macbeth has the ingredients of a good news story, and that they are now going to analyze news stories as a genre. What is the purpose of a news story? To inform, to catch people’s attention, etc. Then present the structure of a news story: leads, development, closers. Point to news reports, layout and graphics. Finally, discuss the preferred language of news reports, looking at some concrete examples from newspapers. The following notes will help you construct your explanation. Explain that after a class consideration of how to write a news story, each of the students will become a journalist. After a class consideration of how to write a news story, working in groups of four, students will produce a news report in chart paper.

News topics
Have students review the plot of Macbeth so far. What are the things that could be considered “news”? Have students brainstorm ideas while you record them on a class chart. Push students to think of strong topics.

Leads
Engage the class in discussion for a news story and whether to tell a news story chronologically or with the most attention-grabbing information first. Introduce the term “lead” for the first sentence or first story paragraph of a news story. Explain that a lead is designed to draw readers into a news story and to make them want to keep reading. Tell students that their leads should summarize the most important news facts about the Macbeth story in a way that makes readers want to read on.

Layout and graphics
Show students the front page of a newspaper. Ask them to identify and discuss the structures they see. For example, how are headlines and subheads used? Why might pictures or charts be included? What is the role of captions? Why are paragraphs short? Why things excessive? to reading a news story accessible to the eye? Ask students to think about how their Macbeth news story can take advantage of layout and graphics.

Rhetorical structure and language
Give students a copy of a short news story that has a catchy headline and ask them to consider how the use of headlines, subheads, leads, short paragraphs, and news-style grammar make the language of a news story accessible.

Focus on headlines. Write several headlines on the board (for example the topic of “most popular” emailed or blogged stories on the New York Times website, www.nytimes.com), and ask students to rate them. Which stories would they be drawn to by the headline? Why? Which headlines do they find boring? Why?

Journalistic voice
Ask students why newspapers have a separate editorial page. Engage them in a discussion of the importance to newspapers of presenting news in a fair and unbiased way and clearly identifying any articles that are written as opinion pieces. Remind students that their Macbeth article should be a news story (use facts) and not an opinion piece or specialization. Be sure students understand the terms biased and unbiased. Provide a clear example of each. Ask students to explain why they can spot bias. Give students another example of an article that you know was biased in which the bias was not evident. Engage students in a discussion of what a reader must know to recognize disguised bias.

Sources
Ask students what news writers can do to make a story fair and accurate? Where do they get their information? How many sources do they need? Remind students that for their own stories, two sources have occurred, of Duncan and Banquo. Ask students who might be good sources for information about these crimes. Were there eyewitnesses? Why was nobody? Is there anyone who might have background information that could suggest a motive for either of the murders? Who would tell the truth? Who might not?

Student journalists
Ask students to write their Macbeth news report. Tell them that their report should include a headline, at least three sources — eyewitnesses to the murders, people near the scene, people with background information about the victims. Ask students to use the graphic elements — a box outlining an imaginary photograph, diagram, or chart — tell students not to worry about creating the graphic itself, but to write a caption for the graphic (which should make clear to the reader what is pictured).

R & D Needed

- As we address how to provide common core standards learning opportunities for the multiple varied ELL population nationwide, as well as the disciplinary language needs of non Standard speakers of English, it is necessary to understand what is shared and what is different in their development, how to conceptualize and operationalize and respond with rigor and generatively to this differentiation (Leseaux and Kieffer, 2010).
- Development of the seamless continuum in the development of teacher expertise.
References


