

MACI-464 Key Assignment

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Key Assignment Part 1: Iris Module

1. Compare and contrast BICS and CALP. Name one point that you think teachers should know about second language acquisition.

There are many differences between BICS and CALP. One of those differences is that BICS refers to a student's ability to understand basic conversational English. BICS can also be called "social language" and stands for Basic Interpersonal Communicative Skills. With BICS, students are able to understand and somewhat participate in face-to-face conversations and interactions. It takes around 2 years for students to fully develop BICS. Conversely, CALP refers to a student's ability to understand and use more advanced academic language. CALP stands for Cognitive Academic Language Proficiency and can also be referred to as simply "academic language". It usually takes students 5-7 years to acquire CALP. It may be hard for students to understand academic language such as science vocabulary. Something I think is important for teachers to know about second language acquisition is that BICS and CALPS develop simultaneously but the acquisition of CALP takes longer.

2. Think about a lesson that you might teach. Briefly describe it and at least four types of sheltered instructional supports you might provide for your ELL students.

A lesson I might teach would be a vocabulary lesson from either a book. I would give students flashcards with the vocabulary words prewritten on them, a picture of the vocabulary words, and the vocabulary words Spanish translation. I would ask students to describe the word to me in English based on the picture and the English/Spanish translation of the word. The 4 types of sheltered instructional supports I would use for ELL students would be to use multimodal techniques such as providing pictures of the vocabulary words, monitor vocabulary, speak slowly, and to speak clearly.

3. Watch the video below (to see a second-grade teacher introduce the properties of matter (time: 3:11). https://iris.peabody.vanderbilt.edu/module/ell/cr_assess/#content ([Links to an external site.](#)))

1. Identify four contextual supports that the teacher used to help her ELL students better understand the lesson.

The 4 contextual supports that the teacher used to help her ELL students better understand the lesson were: demonstrations such as pointing to the different body parts that control the senses, visual cues such as the note cards with the relevant words written on them, facial expressions when students get the correct answer, and gestures to the different diagrams/pictures being presented to the students.

2. Identify four contextual supports the teacher can change or add to improve her lesson.

The 4 contextual supports the teacher can change or add to improve her lesson are body language (she did not move more or change her body language while talking to her students), adding more cards that showed concepts such as length and weight, have cards that showed examples/pictures of the different properties of matter, and changing up facial expressions by using the eyes when speaking to indicate to students if they are on the right track.

4. The video below—courtesy of the Vaughn Gross Center for Reading and Language Arts—demonstrates ongoing research with ELLs. Identify three instructional supports used by the researchers in the video and explain why they are helpful to ELLs (time: 2:33). https://iris.peabody.vanderbilt.edu/module/ell/cr_assess/#content (Links to an external site.)

Three instructional supports used by the researchers in the video are: asking questions that prompted students to talk about their prior knowledge about the topic being discussed, asking questions about what happened in the story in order to help with reading comprehension, and having the teacher introduce new vocabulary that can be found in the story and discuss each words meaning.

5. List at least three things teachers can do when assessing ELL students to allow them to more fully demonstrate their knowledge.

Three things teachers can do when assessing ELL students to help them demonstrate their knowledge are to allow students to have extra time when completing projects/exams, give students many opportunities to showcase their knowledge by allowing them to do various types of assessments, and allow students to look up words they do not know when they need to.

Certification:

Teaching English Language Learners: Effective Instructional Practices

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Key Assignment Part 3

1. What worked well? What would you revise for next time?

With my ELD lesson plan, I think something that worked well was the presentation that included both Spanish and English text and pictures of the types of dogs I was talking about. I also think that the topic I chose to do my lesson on was based on a topic that many students could relate to. I chose to do my presentation on dogs and I feel as though dogs are a universally known thing that many people enjoy. I think I made my presentation engaging, interactive, and fun. On the other hand, something that I would revise would be to not use Nearpod as the interactive aspect of my lesson. Only 3 of the 7 students joined the Nearpod and when I asked if they had ever used Nearpod before, some of them said no. I feel like I should have used something more simple for an interactive aspect of my presentation.

2. How did you use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment?

I used a variety of developmentally appropriate instructional strategies such as Universal Design of Learning, MTSS, and much more. I used instructional strategies such as defining key vocabulary words, providing interactive aspects and activities throughout the lesson, having students share their ideas, allow room for questions, and making the lesson student-centered. I used Nearpod as an interactive resource to keep students engaged and as a way to check their understanding of the material. I used polls, matching games, and idea boards as interactive activities. I used the principles of UDL throughout the lesson. For example, I engaged students by optimizing individual choice and autonomy by providing students with a choice during the written portion of the lesson to choose a dog breed that they especially would like to have and have them explain why. I also used the Multi-Tiered System of Supports by tailoring the lesson to the student's individual needs and addressing the needs of all the students by creating my lesson around the reading levels of these students and by putting the words on the slides in both English and Spanish.

3. How did you provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and how did you demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard

English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability?

I provided a supportive learning environment for students' first and second language acquisition by using research-based instructional approaches by using SDAIE. I did this by providing both the English and Spanish translations of the words on the presentation and the Nearpod. I also went over key vocabulary words as the same along and ask if any of the students knew what they meant. If no one would answer, I would define the word and give different synonyms of the word so that the students may be able to better understand it based on the synonyms. This allowed the students to see the information being presented to them through different modes. For example, students were able to hear me read the information on the slides as well as see those words written in both English and Spanish. I made my lesson student-centered and designed it with their perspective in mind. Therefore, I believe I created a student centered lesson that was easily scaffolded across content areas and promoted English language acquisition.

4. How did you use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum?

During my lesson, I used images, sentence starters, both English and Spanish text translation to support these students' learning and overall understanding of the subject matter. Before creating a lesson for this class, I knew that this class compiled of 10th grade English Language Learners whose reading level was at a first-grade level. Therefore, I knew I needed to create a lesson that was on an engaging topic as well as be able to keep this group of students engaging in the material being taught. I specially chose this topic because I knew it would be a good topic to get students involved in. As the lesson went on, I made modifications and accommodations to the lack of participation/lack of understanding of the assistive technology by allowing students to share their answers in the zoom chat box instead of the Nearpod or instead of sharing their answers orally. Throughout the lesson, I asked questions that activated the student's background knowledge or were clarifying questions based on the lesson material.

5. Individually and through consultation and collaboration with other educators and members of the larger school community, how did you plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge?

Before presenting my lesson presentation to this class, I knew that I may have a hard time engaging these students and getting them to participate. Based on this, I planned accordingly and chose a topic that would provide the most engagement possible. I picked dogs because I thought that I might be able to get these students to share their personal experiences with dogs and use that as a driving force for participation. Although, I still had a very hard time getting these students to participate. I also wanted to provide a few different activities on the Nearpod presentation that would break up the lecture-like aspects of my presentation. I created a presentation that flowed in a cohesive way and after each slide where information was presented, there was some sort of activity to follow to check for understanding. Overall, I tried to be creative with the creation of my lesson presentation and the activities in the presentation to foster the most participation possible. Unfortunately, no matter what I did and however many times I asked for participation, these students did not want to participate.

6. How did you adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment?

I supported students' use of academic language within the learning activities to promote the subject matter knowledge by defining key vocabulary words as they were presented in the lesson. Words such as breed, bred, and pack which are crucial to understanding the history of dogs and how they derive from wolves. I also promoted the use of collaborative learning, asking questions, and sharing their personal thoughts. The way I did my lesson was I first did the history of dogs because before I explained the traits and facts of specific breeds. Because I did the history of dogs first, I defined words such as breed and bred which would be seen later on in the specific dog breed slides of the presentation. The repetition of these vocabulary words was beneficial to their overall understanding of dogs. Furthermore, I modeled many of the activities that the students were going to do. When it was time for them to create their own sentences about which dog breed they would want and why I not only provided them with sentence starters but also with an example sentence that I wrote.

7. How did you adapt, modify, accommodate and differentiate the instruction of students with identified disabilities in order to develop appropriate goals and accommodations and facilitate access to the Least Restrictive Environment (LRE)?

When creating my lesson plan and presentation I adapted and accommodated it by adding both English and Spanish text for every written sentence on the presentation. I also adapted, modified, and accommodated this lesson by providing many visuals that went along with the oral and written text being taught. If there were students with disabilities I would have differentiated

instruction by having different visuals throughout the lesson as well as using the Nearpod as assistive technology. I chose Nearpod because I thought it was easy to use. I also made sure that the Nearpod was easy to follow. Throughout the presentation, I made sure to make time for questions and for the students to give their input.

8. How did you locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes?

Prior to creating my lesson and presentation for these students, I was informed that these students are English Language Learners and that their reading level is at a first grade level even though they are in the 9th grade. This was the driving force for choosing the topic that I did and creating the elements of the lesson that I did. I chose a topic that all students are able to relate to in some form or another. I knew that these students might already know about dogs so because of this familiarity students might be more willing to participate and share their personal experiences. I also spoke to other students in my class who presented to these students to figure out what kind of aspects I needed to add to my presentation to make it as interactive as possible.

9. How do you understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students?

In order to understand and apply knowledge of the range and characteristics of typical and atypical child development to help inform instructional planning and overall learning experiences, you first need to understand that not every child is the same and all children learn differently. When I become a teacher, I need to effectively help every student in any way I can by primarily knowing their learning style and what accommodations they need to succeed. As a teacher, I am going to have to provide differentiated instruction that benefits all students.

10. How did you design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction?

My lesson was a combination of a history and english lesson. I first taught about the history of dogs and then went on to talk about specific dogs breeds. I then had students develop their own sentences based on the history lesson and the lesson on different breeds. I also implemented activities such as polls, written activities, and matching picture activities. I

supported students' academic language development by having key vocabulary words in my lesson that I highlighted and defined as the lesson was presented. They practiced writing sentences based on the information they just learned, activating prior knowledge, using sentence starters, and referring back to the pictures of the different dog breeds that were presented on. The closing writing activity allowed students to take their background knowledge and new knowledge and combine them to create a sentence about which type of dog they would want and why.

11. How did you demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum?

When designing my lesson I implemented ELD strategies as well as UDL strategies that coincided with the common core standards for these students' age groups. While I followed the core curriculums I still left room for the students to be creative and make their own decisions. I was able to use interdisciplinary practices when teaching this lesson to these students. Because I decided to use Nearpod as an interactive aspect to this lesson, I was able to keep all the activities and information in one accessible place for students. All students had to do was go to Neapod and type in the code that I provided them and all the lesson activities would be at their disposal. I was able to evaluate my prior knowledge of these students and their abilities by using experiences of teaching students in the past to implement what I learned this semester about english language learners.

12. How did you plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:

- a. appropriate use of instructional technology, including assistive technology;
- b. applying principles of UDL and MTSS;
- c. use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
- d. appropriate modifications for students with disabilities in the general education classroom;
- e. opportunities for students to support each other in learning; and
- f. use of community resources and services as applicable?

I created a lesson that was student centered. I provided access through instructional strategies such as assistive technology by using Neapod as a way to keep students engaged and utilizing the zoom chat box as an alternative to oral participation. I also used the zoom chat box to write down key points that I was talking about and writing examples of what the students would be doing. I implemented many different UDL and MTSS strategies by activating background knowledge, fostering collaboration among the students and myself, promoting understanding across languages by providing both English and Spanish texts, using different multimedias for communication such as the google slides presentation and the Nearpod. I used developmentally linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students by picking a universally known lesson topic and making it accessible and understandable in both English and Spanish. I also implemented modifications such as using the zoom chat box as a way of communication and providing pictures on every slide. I also provided opportunities for students to collaborate with one another and support each other by having an activity on Nearpod where students could share what they know about dogs and then be able to comment or their peers' posts.

13. How did you interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction?

For the ending activity of my lesson, students were instructed to write a sentence about which dog breed they would want and why and for the why part of the sentence, provide examples of the different traits and facts about the different dogs I taught on. I also provided a sentence starter and an example sentence for this activity. By doing this, I was able to identify their level of academic proficiency in English by seeing or hearing the sentences that they created and if they used the new information about dogs that I taught them. This not only assessed their ability to structure sentences but also assessed their comprehension and use of key vocabulary terms. Likewise, if they did not understand English, the spanish translation of every sentence and direction was provided so I was therefore able to see if they were able to take what they see in Spanish and create a sentence in English. I knew that they were still trying to improve their language skills so the concepts of the lesson were not hard to understand and if they were I provided them with two different ways that they could understand the information.