Developing Collaboration and Consultation Skills (DCCS): ESL and Classroom Teachers Working Together

Marta Sánchez, Ph.D.

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ESL Symposium
English Learners

- Over 5 million English Learners (Els) in U.S. schools and over 70% speak Spanish as their first language.
- Latino ELs experience a persistent achievement gap in math and reading and are at risk for dropping out of school.
- Majority of classroom teachers have not had specialized training in working with ELs during preservice training.
Develop and Evaluate a Teacher Professional Development (PD) Program

- ESL teachers and K-2 teachers work together

- Goal: Support teaching practices that increase language and literacy outcomes for Latino English Learners

- Three-year project
  - **Year 1:** Develop and design the PD with feedback from ESL teachers, classroom teachers, parents, and administrators
  - **Year 2:** Field test in schools; extensive feedback from teachers
  - **Year 3:** RCT pilot test in 12 elementary schools
DCCS Professional Development Program

- Week-long summer institute
- Four follow-up modules during the school year
- Monthly instructional coaching
- Weekly collaboration meetings between the ESL and classroom teachers
Components of the Professional Development Program

- Cultural Wealth
- High-Impact Instructional Strategies
- Teacher Collaboration
Overview of the DCCS Program
What are the DCCS instructional strategies?
## DCCS Strategies

### Word Level (Constrained)
- **Say It, Move It**
- **Blend As You Go**
- **Word Card**

### Text Level (Unconstrained)
- **Teaching Cognates**
- **Text Talk Vocabulary**
- **Frayer Model**
- **Modified DRA**
- **Sentence Frames**
## Purpose of DCCS Strategies

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Purpose</th>
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<tbody>
<tr>
<td>Say It, Move It</td>
<td>Phonemic awareness, phonics knowledge, segmenting</td>
</tr>
<tr>
<td>Blend As You Go</td>
<td>Phonemic awareness, phonics knowledge, blending</td>
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<tr>
<td>Word Card</td>
<td>Integrating strategies for word rec: meaning, blending, syntax</td>
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<tr>
<td>Teaching Cognates</td>
<td>To use L1 to recognize words, understand meaning in L2</td>
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<tr>
<td>Text Talk Vocab</td>
<td>To learn the meanings of words, especially academic vocab</td>
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<tr>
<td>Frayer Model</td>
<td>To learn the meanings of concepts and words, especially content</td>
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<tr>
<td>Modified DRA</td>
<td>To promote comprehension, vocabulary, and understanding</td>
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<tr>
<td>Sentence Frames</td>
<td>To build oral language in order to internalize academic vocab</td>
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Cognates
Sentence Frames for Comprehension
Keys to Successful Collaboration

- Trust
- Time
- Defined roles
- Co-accountability
A. Process planning
B. Building a working alliance
C. Gathering information about students

1. Focusing on an instructional strategy
2. Discussing language and content objectives
3. Co-planning for implementation
4. Evaluating the impact
Value of Collaboration
Cultural Wealth: Yosso’s Framework
Building Connections between Teachers and Parents

My family is Mexican, I'm also Mexican.
# Tapping Latino Immigrant Parents’ Cultural Wealth

<table>
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<tr>
<th>Question</th>
<th>Image</th>
<th>Resource</th>
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| What pedagogies of the home contribute to the child’s knowledge?        | La maleta                                                           | Aspirational Capital  
Linguistic Capital  
Familial Capital  
Navigational Capital |
| What does the family imagine for the child?                             | Sra. López                                                          | Books about Latino culture |
| “Mirrors and Windows”  
What sort of ‘self’ does the child encounter?                           | Books about Latino culture                                           | Books about Latino culture |
| What encounters does the child have in school?                          | Snag Film “Immersion”                                                | Snag Film “Immersion” |

- **La maleta**
- **Sra. López**
- **Books about Latino culture**
- **Snag Film “Immersion”**

**Snag Film “Immersion”**

**Books about Latino culture**

**La maleta**

**Sra. López**
Parent Panel
What impact does DCCS have on student outcomes in language and literacy?
Pilot Study of DCCS

- Randomized control trial with schools matched on the percentage of FRPL
- 12 elementary schools
- 45 teachers – 15 ESL teachers and 30 classroom teachers
- 107 students in kindergarten through 2\textsuperscript{nd} grade
- Teams randomly assigned to DCCS or waitlist control group
Q 1. Teachers’ Use of Strategies

- Each teacher observed three times over the school year
  - CQELL Observation Tool — Generic Lesson Elements, EL Support, and Adapted Strategies
  - DCCS Observation Tool Ratings were aggregated across three observations as averages of non-missing values.
Differences in WMLS subtest performance at post-test by group

* $p = .048$, Hedge’s $g = 0.29$

$^\wedge$ $p = .053$, Hedge’s $g = 0.23$

Adjusted Post-Test Mean W-Scores

- Comparison, n = 41
- DCCS, n = 64

Subtests of the WMLS-R, English version
Summary

- Year-long professional development program with follow-up modules and instructional coaching

- Teachers are able to implement the high-impact instructional strategies in their classrooms

- Promising findings from our RCT pilot study on students’ progress
Get Involved

• Applying for a new grant to implement and evaluate the program starting in 2018

• Sign the email list for more information
Thank you!

Thanks to the teachers, principals, parents and students who helped develop the DCCS program.

Leslie Babinski, Duke University
Steve Amendum, University of Delaware
Steve Knotek, University of North Carolina at Chapel Hill
Marta Sanchez, University of North Carolina at Wilmington
Patrick Malone Duke University

For more information contact:

Leslie.Babinski@duke.edu

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