Beyond Identification

Practical Strategies to Enhance English Learner Education

National Association for Gifted Children Convention - November 11, 2023

Coronado J: 3:00 – 3:30 p.m.

Shana D. Lusk and Susan Dulong Langley

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Shana Lusk

- Education Experience
- English learners, General Education, & Gifted
  - 3 Title I Schools
  - English Learners using the SEI model
  - 5th-8th Grade Gifted pullout services
- UConn
  - Research Assistant: Project LIFT and Project Focus

Susan Dulong Langley

- District of 70+ Languages
  - Gifted & Talented
    - Identification
    - Pullout services
    - Push-in integration
- UConn
  - Dissertation: Equitable Identification of ELs
  - Co-PI Javits Project EAGLE

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Address Developmental Distinctions
Provide Scaffolds and Resources
Lesson Plan
Increase Cognitive Complexity
Integrate Standards: Language Bridge

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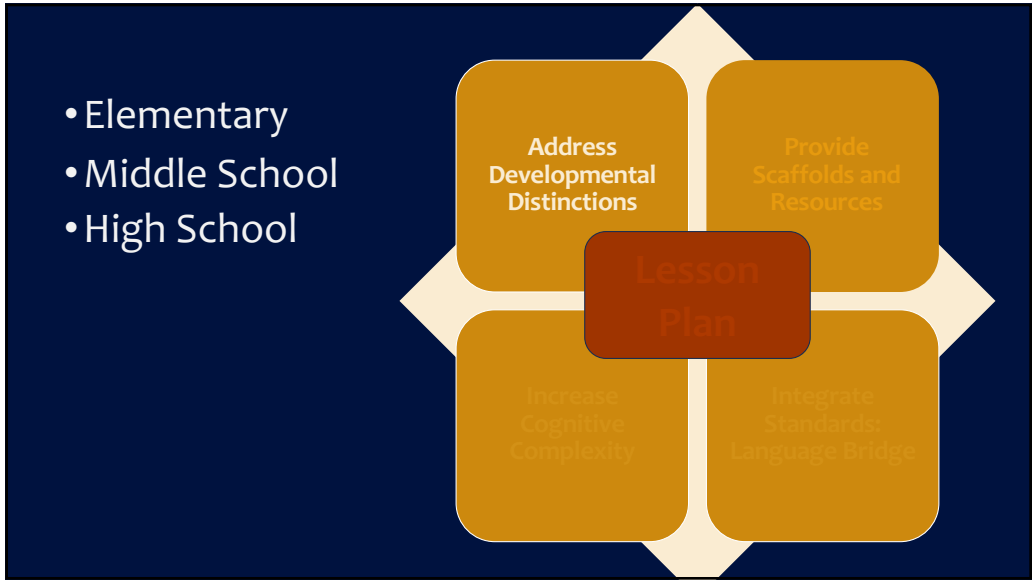
• Elementary
• Middle School
• High School
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Elementary School

- Tiered texts
- Singing/acting
- Free play (Markova, 2017)
- Embedded vocabulary (Albaladejo Albaladejo et al., 2018)
- Exploratory talk and reasoning (Mercer et al., 1999) >

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Middle School

- Concurrent development of content/language (Yoon, 2021)
- Instructional conversations (Saunders & Goldenberg, 1999)
- Sensitivity to peer dynamics (Townsend, 2009)
- Increased agency to promote growth (Braden et al., 2016)
- Curriculum-focused trade/comic books (Tretter et al., 2019)
- Linguistically supportive content models (Reeves, 2006)
- Cooperative learning (Flores & Smith, 2013)
- Functional vocabulary (Tretter et al., 2019)
- Structured academic talk (Abbot & Hastings, 2012) >

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High School

- Support for college prep and Advanced Placement (Abbot & Hastings, 2012; Graefe & Ritchotte, 2019
- Structured note-taking (e.g., Cornell notes)
- Gradual shift to English (Flores & Smith, 2013) >

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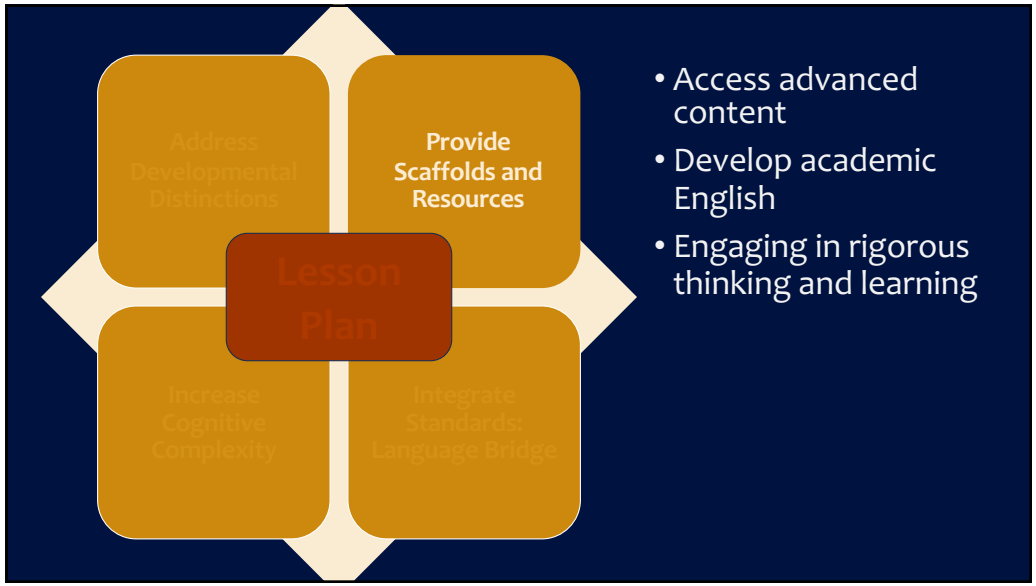

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Needs	Scaffolds
Accessible language for content	cognates; realia; sentence frames; visuals
Communicating answers	allow demonstration; graphic organizers; labels; warning prior to being called upon; sentence frames; think-pair-share; visuals; word bank; written option
Essential vocabulary	anchor charts; glossaries; lesson introductions; word walls
Reading comprehension	bilingual dictionary; close reading strategies; group discussion; leveled texts; multimedia presentation; pictures; strategic translation
Writing answers	air writing; examples; grammar wall; graphic organizers; sentence frames; sentence starters; demonstration; word list

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Strengths	Resources
Specific content area strengths	acceleration; advanced grouping; challenge questions; check-ins; independent learning plan; pre-test for volunteers; project-based learning
Funds of knowledge	extensions; inclusion of interest in lesson; interest-based projects; opportunity to share
Quick acquisition of language	ensure speaking opportunities; increase question level; morphology; teach hardest part first; tiered learning;
Task mastery	acceleration; advanced grouping; different work; games or projects

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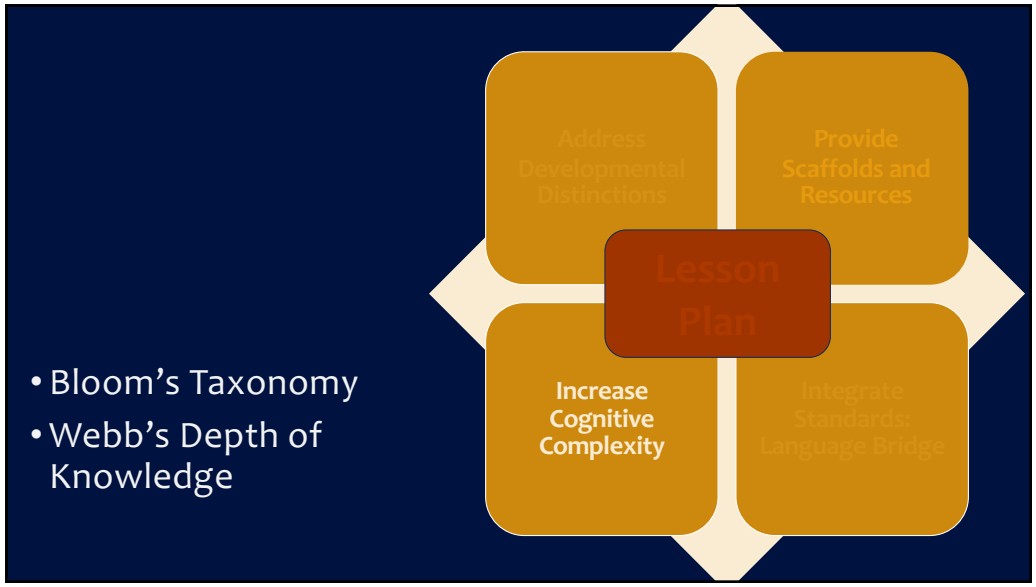
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• Webb's Depth of Knowledge
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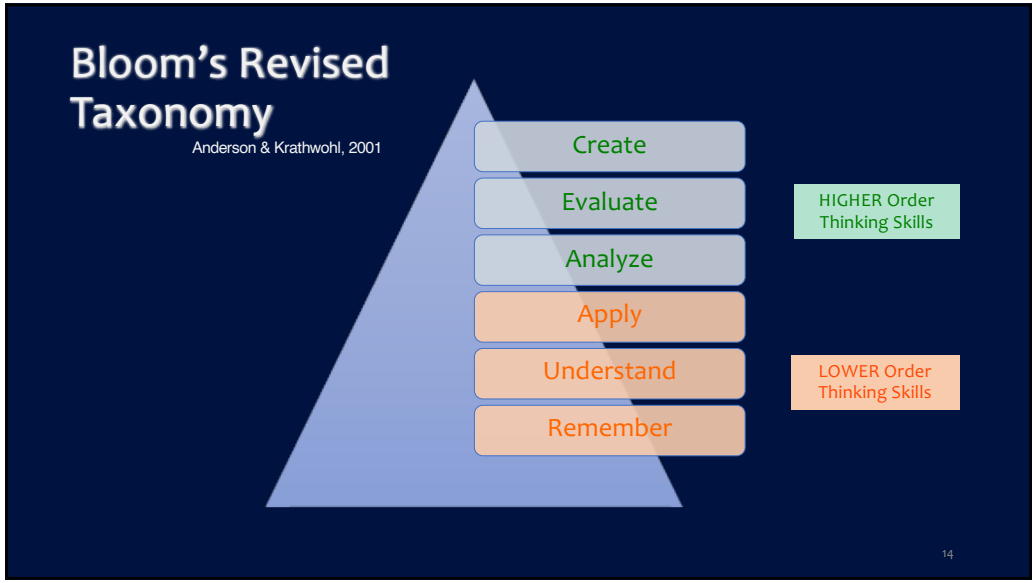
Bloom's Revised Taxonomy
Anderson & Krathwohl, 2001
Create
Evaluate
Analyze
Apply
Understand
Remember
HIGHER Order Thinking Skills
LOWER Order Thinking Skills
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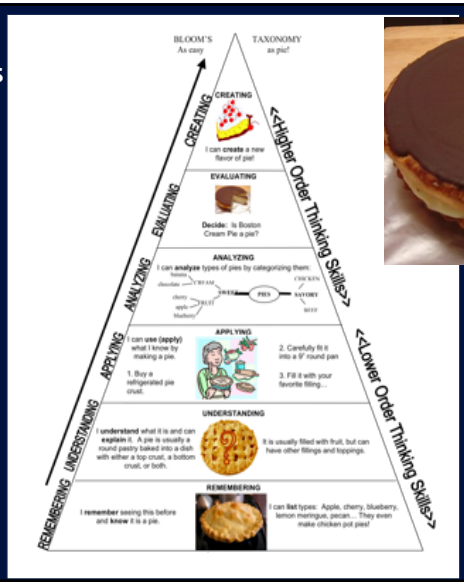
Bloom's Taxonomy as Easy as Pie (Dulong Langley, 2006)

- Clarity of how the Taxonomy levels build
- Visual to aid in understanding
- Analogy to something that almost everyone can relate to*

*Bloom's Taxonomy – As Easy as Riding a Bike



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Overlap

Context matters: **DOK***

*** Depth of Knowledge**

REVISED Bloom's Taxonomy Action Verbs

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Verbs	Choose, Define, Find, How, Label, List, Match, Name, Omit, Recall, Relate, Select, Show, Spell, Tell, What, When, Where, Which, Who, Why	COMPARE, CONTRAST, Explain, Extend, INFER, Interpret, Outline, Relate, Rephrase, Show, Summarize, Translate	BUILD, CONSTRUCT, Apply, Experiment with, Identify, Interview, Make use of, Model, Organize, Plan, Select, Solve, Utilize	Analyze, Assume, Categorize, COMPARE, CONTRAST, Discover, Dissect, Distinguish, Divide, Examine, INFER, List, Motive, Relationships, Simplify, Survey, Take part in, Test for, Theme	Agree, Appraise, Assess, Award, Choose, Compare, Conclude, Criteria, Criticize, Decide, Deduct, Defend, Determine, Disprove, Estimate, Evaluate, Explain, Importance, Influence, Interpret, Judge, Justify, Mark, Measure, Opinion, Perceive, Prioritize, Prove, Rate, Recommend, Rule on, Select, Support, Value	BUILD, Change, Choose, Combine, Compile, CONSTRUCT, Delete, Design, Develop, Discuss, Elaborate, Estimate, Formulate, Happen, Imagine, Improve, Invent, Make up, Maximize, Minimize, Modify, Original, Plan, Predict, Propose, Solution, Solve, Suppose, Test, Theory

Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing. Abridged Edition. Boston, MA: Allyn and Bacon

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Webb's Depth of Knowledge (1997)

Are students expected to
- Acquire knowledge (**DOK-1**)?
- Apply knowledge (**DOK-2**)?
- Analyze knowledge (**DOK-3**)?
- Augment knowledge (**DOK-4**)?

(Francis, 2017)

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DOK at a Glance

One correct answer?

- **DOK 1**
  - Know it (can find it) or not
- **DOK 2**
  - More than one concept
  - If/then; cause/effect

More than one correct answer requiring evidence?

- **DOK 3**
  - Interpret
  - Supporting evidence
  - Reasoning
- **DOK 4**
  - DOK 3
  - Additional sources
  - Initiate and complete project

(Hess, n.d.)

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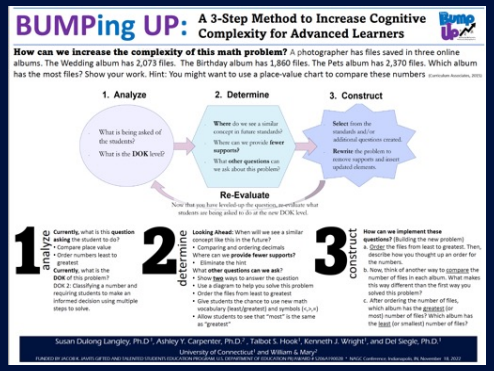
Increasing Webb's Depth of Complexity

Link to BUMPingUP Poster



(Dulong Langley et al., 2022)

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Increasing Webb's Depth of Complexity

1. Analyze

- What is being asked of the students?
- What is the **DOK** level?

2. Determine

- **Where** do we see a similar concept in future standards?
- Where can we provide fewer supports?
- What **other questions** can we ask about this problem?

3. Construct

- **Select** from the standards and/or additional questions created.
- **Rewrite** the problem to remove supports and insert updated elements.

4. Re-Evaluate

Now that you have leveled-up the question, re-evaluate what students are being asked to do at the new DOK level.

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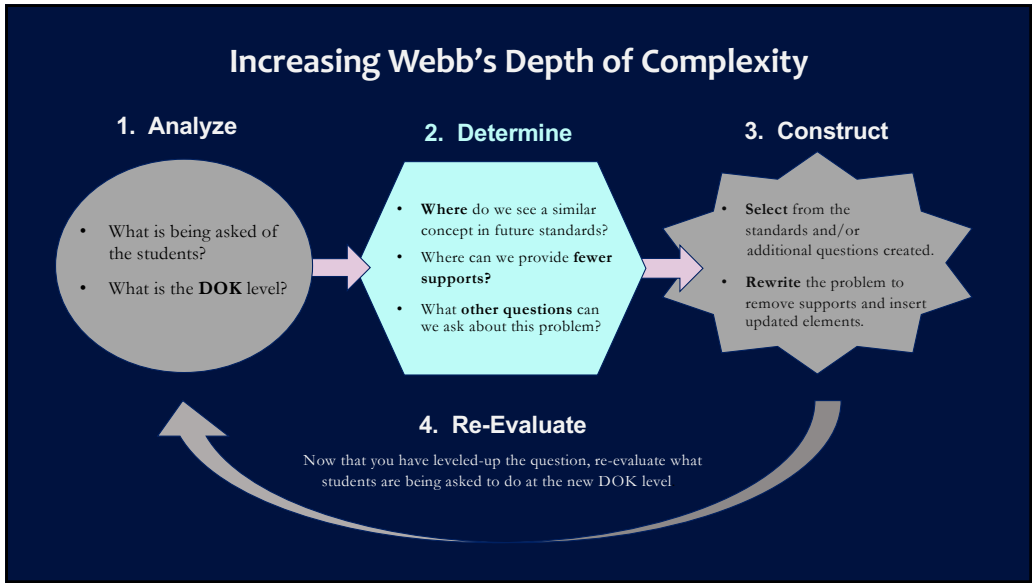
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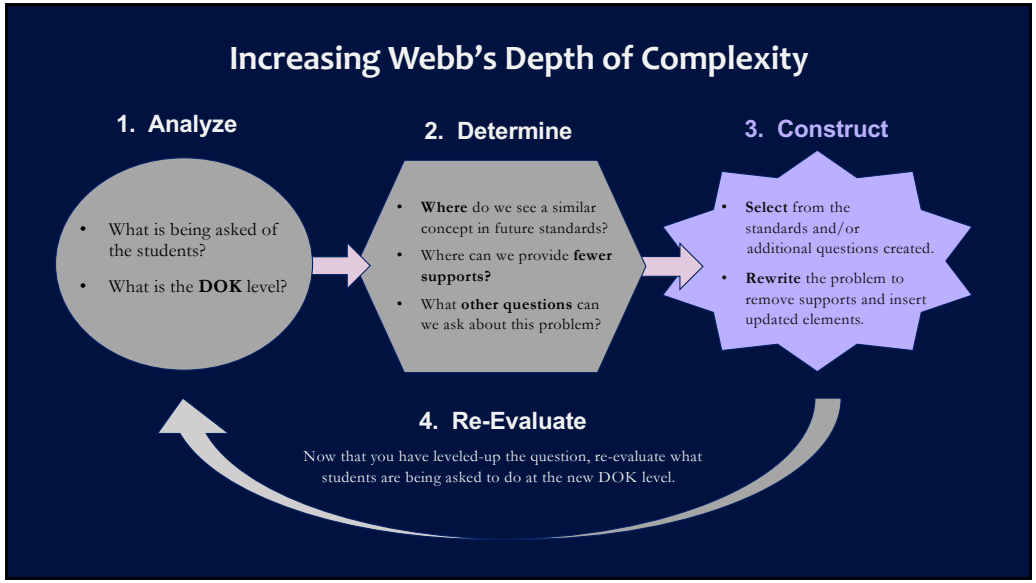
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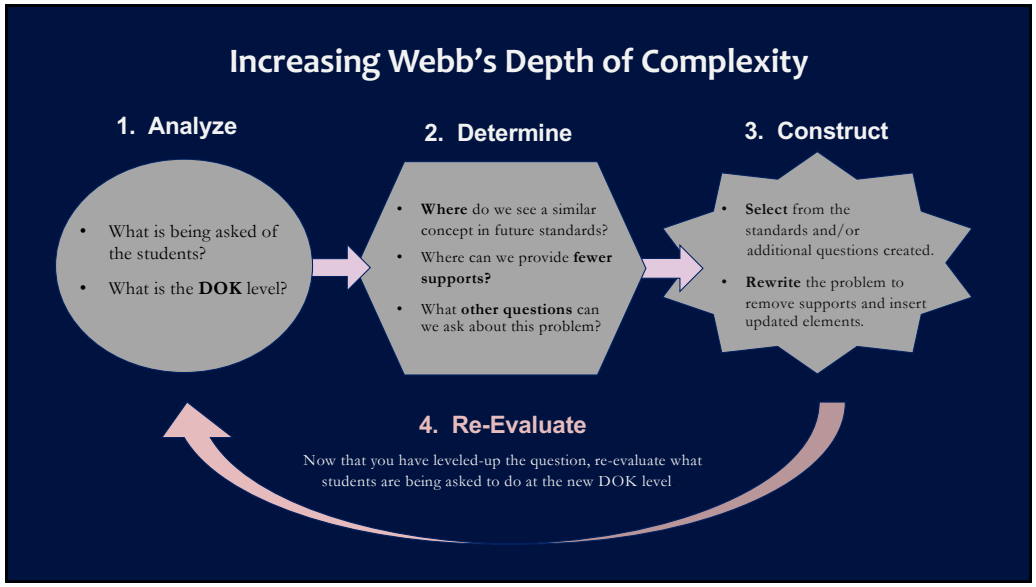
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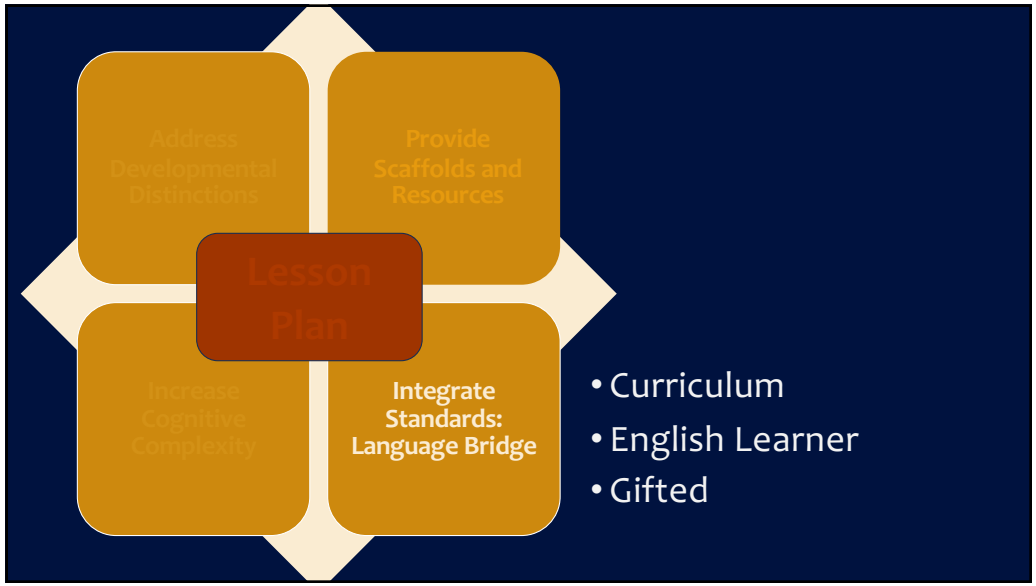

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Find your standards…

- State curriculum standards
- State EL standards
- Link to the NAGC standards

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Examine the Standards

Opportunities to
- Address content
- Enhance EL learning
- Include rigor

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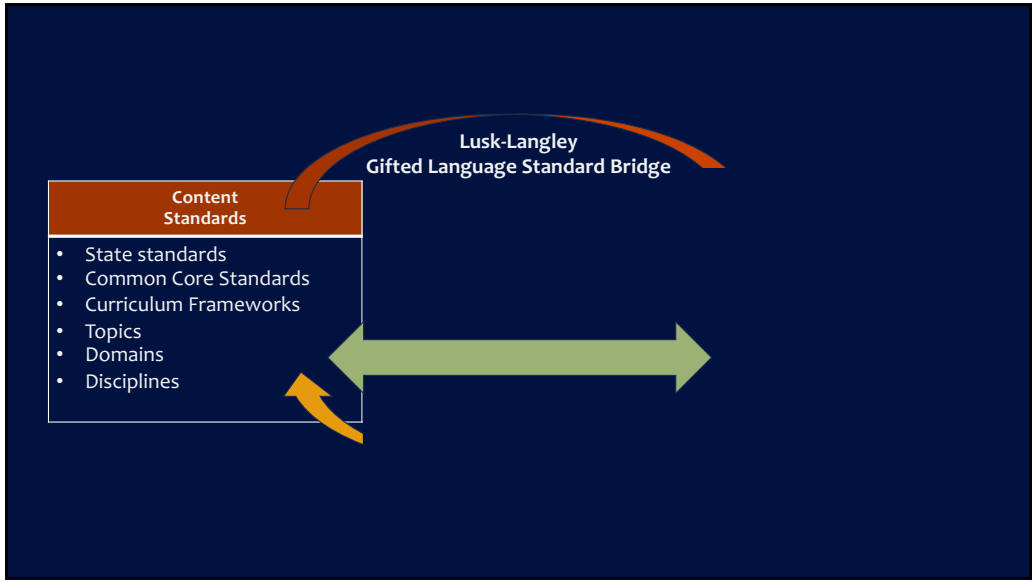

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Arizona Science
Standard: Grade 5 – 5.P1U1.2
Plan and carry out investigations to demonstrate that some substances combine to form new substances with different properties and others can be mixed without taking on new properties.

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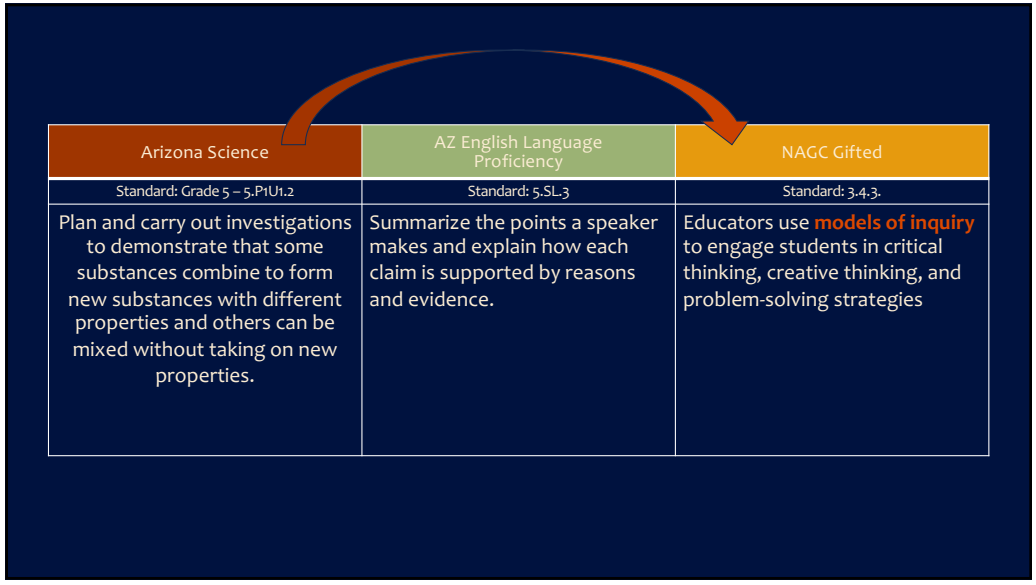

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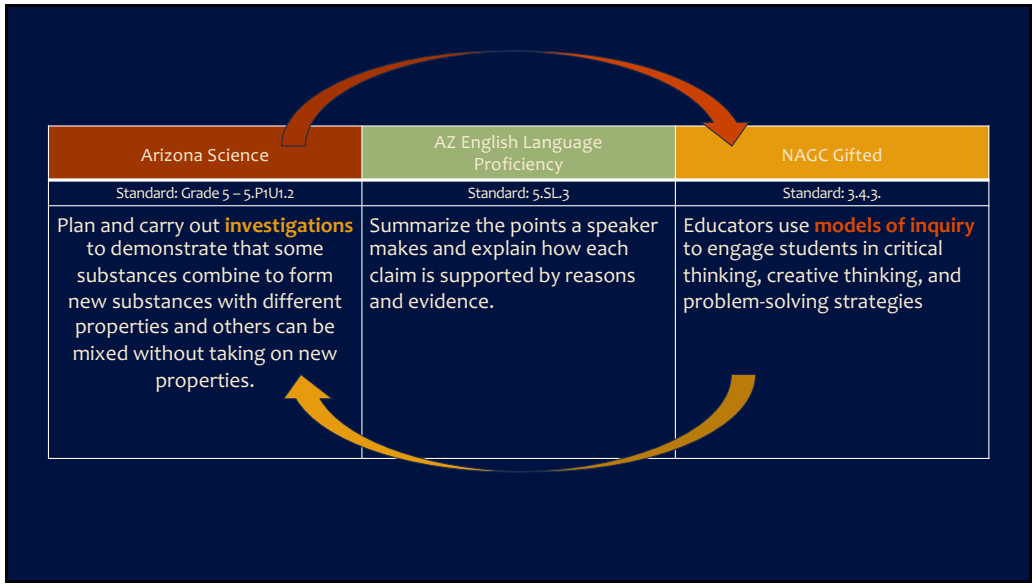
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AZ English Language Proficiency
NAGC Gifted
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Standard: 5.SL.3
Standard: 3.4.3.
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Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Educators use models of inquiry to engage students in critical thinking, creative thinking, and problem-solving strategies

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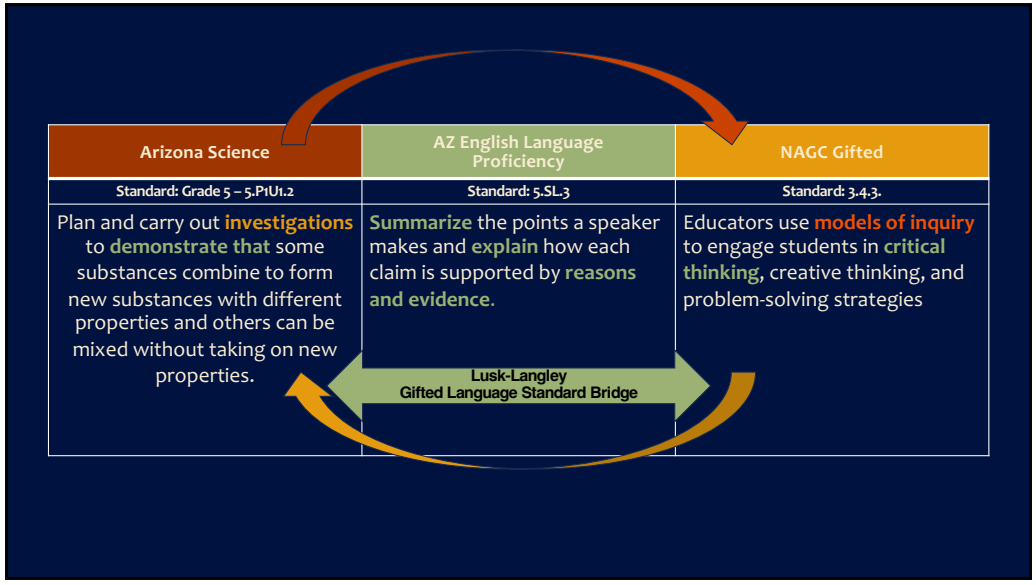
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Lusk-Langley
Gifted Language Standard Bridge

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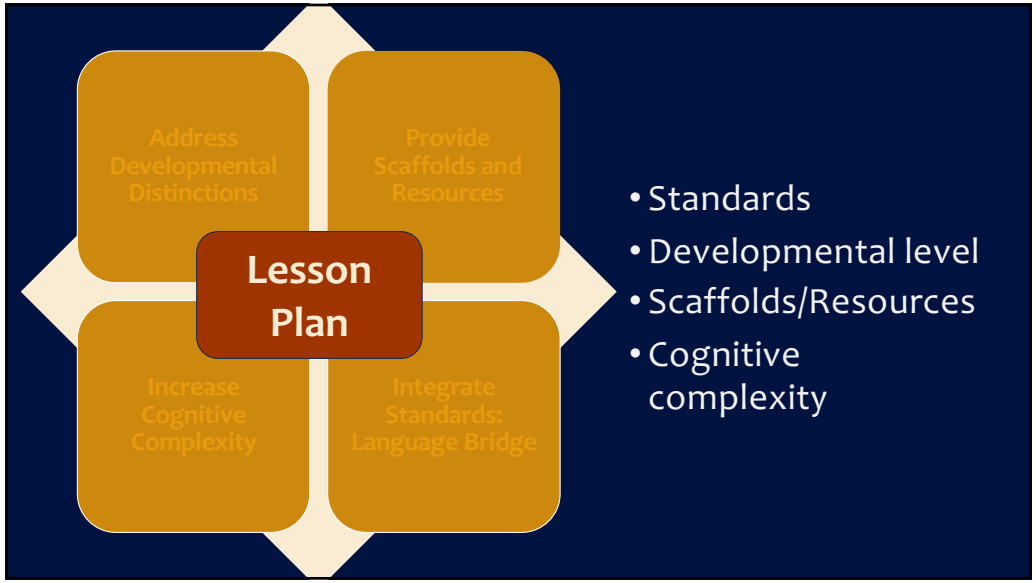
Address Developmental Distinctions
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Integrate Standards: Language Bridge
• Standards
• Developmental level
• Scaffolds/Resources
• Cognitive complexity

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Science: Change - Grades K–2
Content, EL, and Gifted Standards

- **Arizona Science Standard: Grade 2 – 2.P1U1.1** Plan and carry out an investigation to determine that matter has mass, takes up space, and is recognized by its observable properties; use the collected evidence to develop and support an explanation.
- **Arizona English Language Proficiency Standard: 2.SL.6** Produce complete sentences when appropriate to task and situation to provide requested detail or clarification.
- **NAGC Gifted Standard: 3.4.3.** Educators use models of inquiry to engage students in critical thinking, creative thinking, and problem- solving strategies

Sample Lesson Objectives & Activity

Objectives: Students will (a) use complete sentences to determine and explain what qualifies an item as a solid, liquid, or gas; and (b) use problem-solving strategies to conduct a matter experiment.
Discussion: After an introduction to states of matter, have students describe, discuss, and determine the states of matter of various objects. Provide them with items…
Experiment: *Procedure* – Have small groups of students…

Depth of Knowledge Questioning (Webb, 1997)

Level 3. How is gas related to liquid?
Level 3. Can you elaborate on the reason this item qualifies as a solid, liquid, or gas?
Level 4. Create steps for testing if an item is a solid, liquid or gas. How would you explain this to someone? What makes it qualify for one category more than another?

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Science: Change - Grades 3–6
Content, EL, and Gifted Standards

- **Arizona Science Standard: Grade 5 – 5.P1U1.2**
- **Arizona English Language Proficiency Standard: 5.SL.3**
- **NAGC Gifted Standard: 3.4.3.**

Sample Lesson Objectives and Activity

Objectives: Students will (a) summarize points … .; and (b) engage in problem-solving to… .
Discussion: Lead students in a discussion about different substances … .
Experiment: Place students into teams and provide baking soda and baking powder. Ask teams to conduct an experiment to see what is different about the two ingredients. Have them note the difference can't be seen. Ask students for other ways determine difference. Direct students to design an experiment using baking soda, baking powder, and two of the materials listed above using the scientific method. They must present their plan to the teacher. Once the teacher clears it, they can conduct their experiment, record their results, and write a discussion summarizing the points learned using evidence from the experiment. (Adapted from American Chemical Society, n. d.)

Depth of Knowledge Questioning (Webb, 1997)

Level 3. Can you predict the outcome if (any ingredient no one used) was swapped for the ingredients your team selected?
Level 4. If there is time, design and conduct the experiment with a different ingredient. Determine which had the better outcome. Explain which is more reactionary. Why is this useful to consider in baking? Which would be better for cleaning according to your results? Find research to support your work.

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Science: Change - Grades 7–12
Content, EL, and Gifted Standards

- **Arizona Science Standard: High School: Essential HS+C.P1U1.5** Plan and carry out **investigations** to **test predictions** of the **outcomes** of various reactions, based on patterns of **physical and chemical properties**.
- **Arizona English Language Proficiency Standard: 9-10.L.6** Acquire and use **accurately general academic and domain-specific words and phrases**, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a **word or phrase important to comprehension or expression.**
- **NAGC Gifted Standard: 3.4.3.** Educators use **models of inquiry** to engage students in **critical thinking**, creative thinking, and problem-solving strategies, particularly in their domain(s) of talent.

Sample Lesson Objectives and Activity

Objectives: Students will use academic and domain specific language to plan and carry out investigations of various reactions based on patterns of physical and chemical properties.
Discussion: Ask students to use rich academic and domain specific language to describe bouncy balls
Experiment: *Procedure* – Pair students to create a bouncy ball using the materials…

Depth of Knowledge Questioning (Webb, 1997)

Level 3. How would you change the (ingredient) to make the substance have more bounce? Can you elaborate?
Level 4. What other information could you gather to support your idea that (choice ingredient) was the correct ratio to increase in order to produce more of a bounce with the created bouncy ball?

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Thank you!
Questions?
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• shana.lusk@uconn.edu
Project EAGLE
Gifted is the goal.
Math is the vehicle.
Eliciting Advanced Gifted Learning Evidence
Javits Project EAGLE
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