



Promoting Multilingual Student Engagement and Success with Support from WIDA

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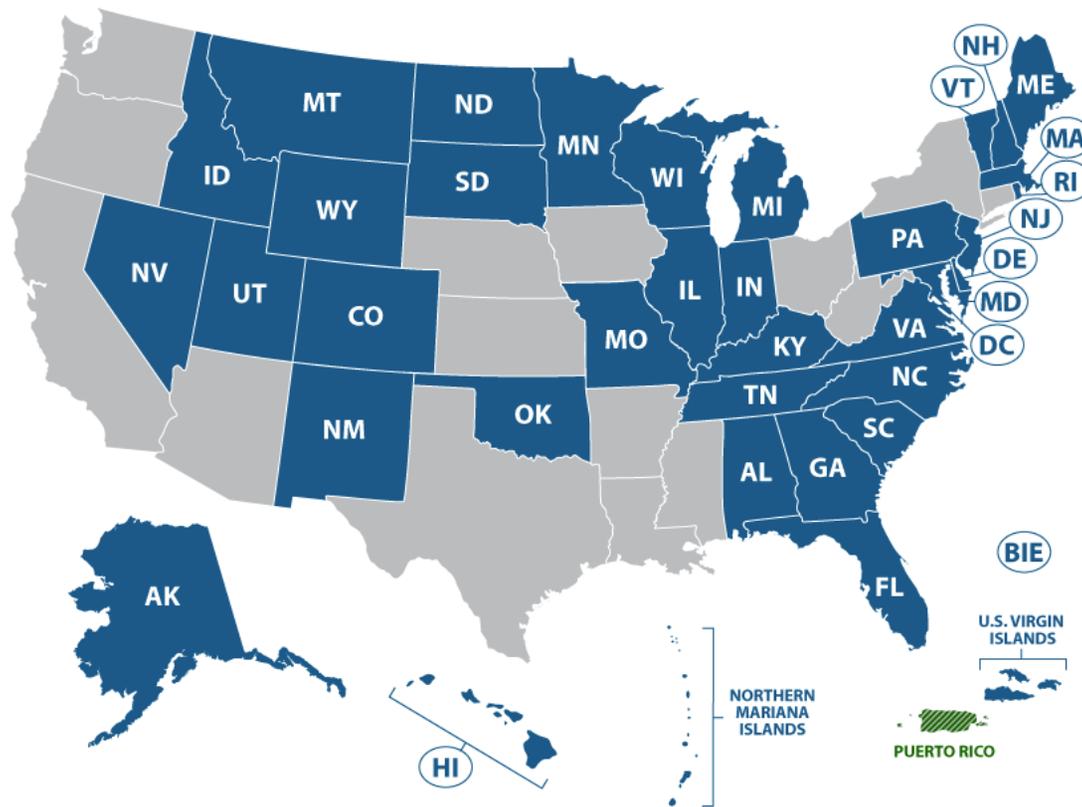
July 20, 2017

What is WIDA?

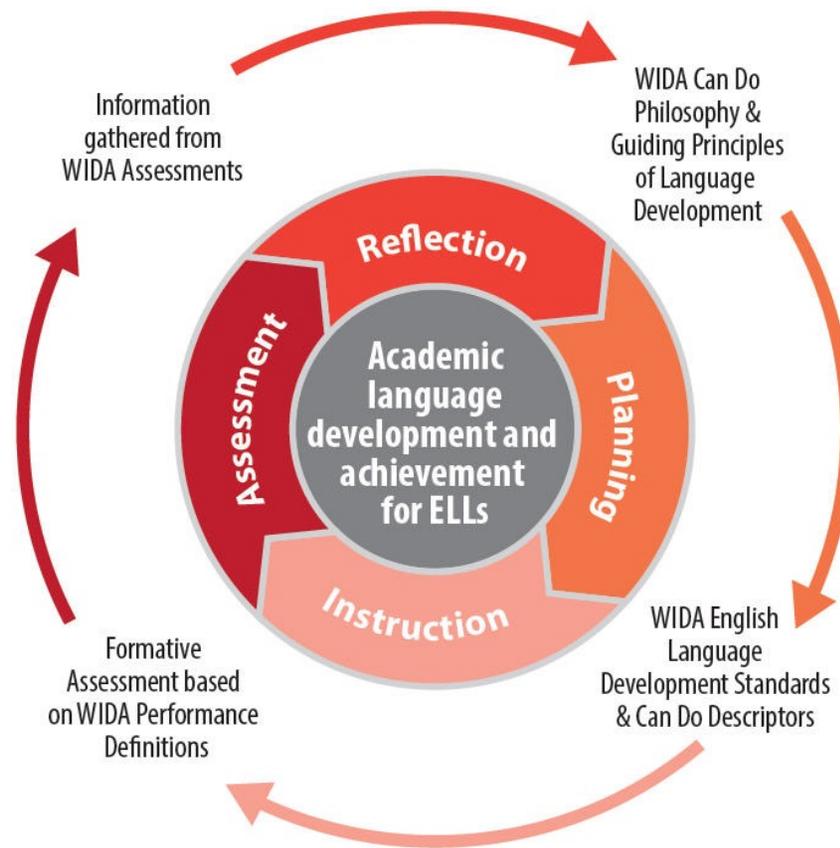


WIDA advances academic language development and academic achievement for children and youth who are culturally and linguistically diverse, through high quality standards, assessments, research, and professional learning for educators.

WIDA Consortium



WIDA as a System



Objectives

1. Highlight the assets that multilingual students bring to schools and the relationship between language and learning
2. Explore the changing role and practice of bilingual teachers and how they can enhance engagement to promote greater success
3. Explore the latest initiatives and resources from WIDA that may be used in bilingual/biliteracy development contexts, Pre-K–12

Who are Emergent Multilinguals?



WIDA's mission revolves around multilingual students

- **ACTIVITY:** Talk to the person sitting next to you and share about the assets your students bring with them to your classroom and school. Also, tell them about the programming you currently have available at your school.

Who are Emergent Multilinguals?



Emergent multilinguals are those students who are in a path towards becoming multilingual, multiliterate and multicultural as they learn in multiple language and across various contexts.



Revisiting the Relationship Between Language and Learning

Each table has a card with a statement on it. As a group, discuss:

- What does the statement mean?
- What are some of the implications of this statement on teacher practice or role?
- What shifts or resources are necessary to incorporate the idea presented in the statement in teacher practice?



Language Competence

- Language competence is cross-linguistic because it involves the totality of a person's language resources across multiple languages, dialects, and registers.
- Language learning depends on one's experiences of engagement in learning activities

Language Development

- Language development in schools is connected to expectations for content area learning
- Language development is both stage-based and individual
- The aim of language learning is not native-like mastery, but becoming an effective participant in learning activities and accomplishing school goals

Succeeding with Multilingual Learners: Lessons Learned from the Great City Schools (2009)

Teachers need guidance, tools, and support for the teaching of *language within school contexts* to maximize *language and content* learning.

Redesigning Opportunities for Multilinguals

- All educators with the knowledge, skills, dispositions and support for language and literacy rich classrooms
- Linguistically and culturally sustainable approaches for all students
- Home language use to the extent and however (and where ever) possible

New Roles for Educators

- Serve as resident language and culture experts (create support networks)
- Penetrate the whole school
- Ensure grade level content learning with differentiated language goals
- Promote engaging spaces for oral and written interaction everywhere



An example of Engagement in Learning

As you look at the video, think of the following questions:

- How is the teacher facilitating student engagement?
- How is the teacher providing opportunities for language development and content?



Para Los Niños School



Balancing Access and Support

“Support is not simplification of the lesson, but contextualization that enhances learning while not altering the conceptual richness.”

Boals, Hakuta, Blair, 2015



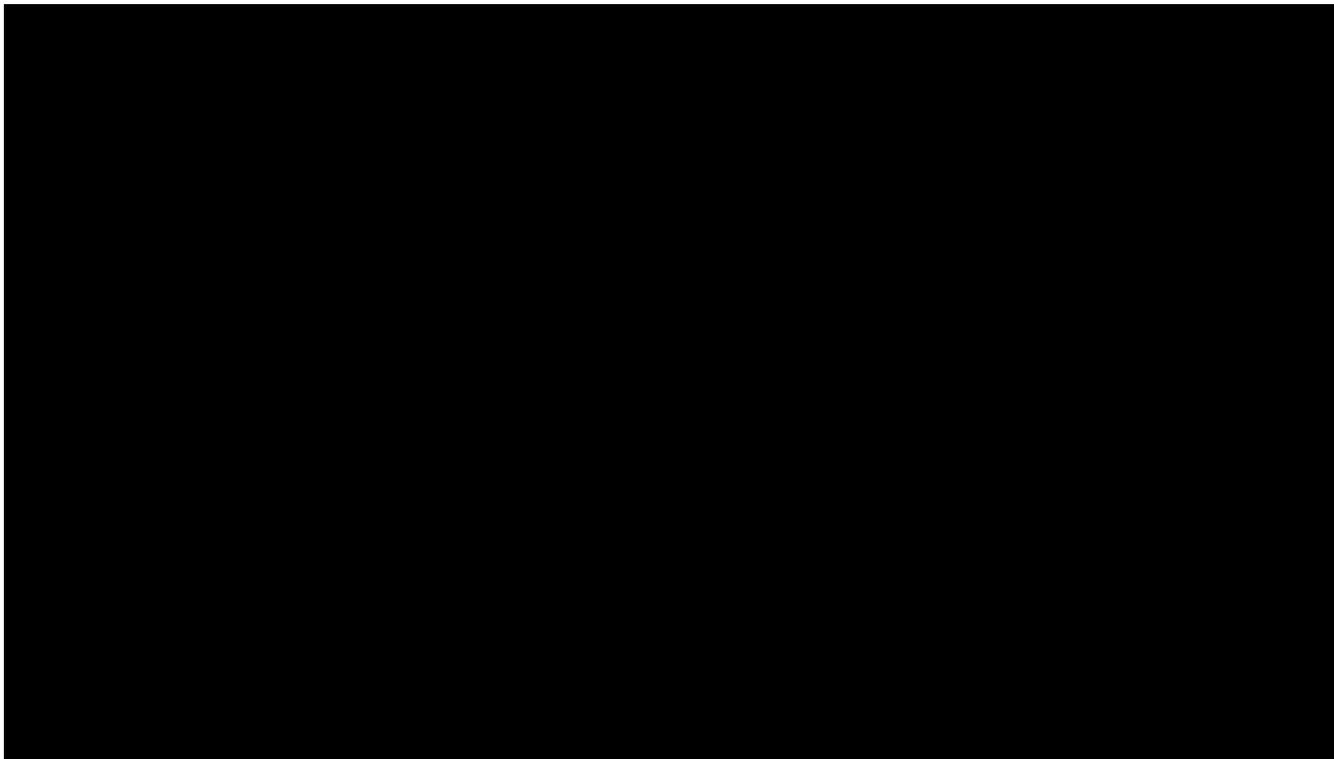
An example of Engagement in Learning

Discuss your observations with a partner:

- How is the teacher facilitating student engagement?
- How is the teacher providing opportunities for language development and content?



Doing and Talking Math/Science Videos

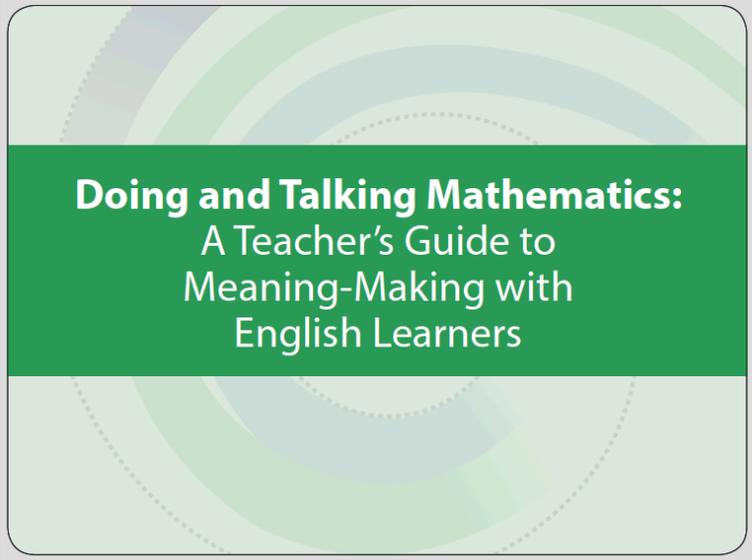


Language and Literacy Development for ELLs:

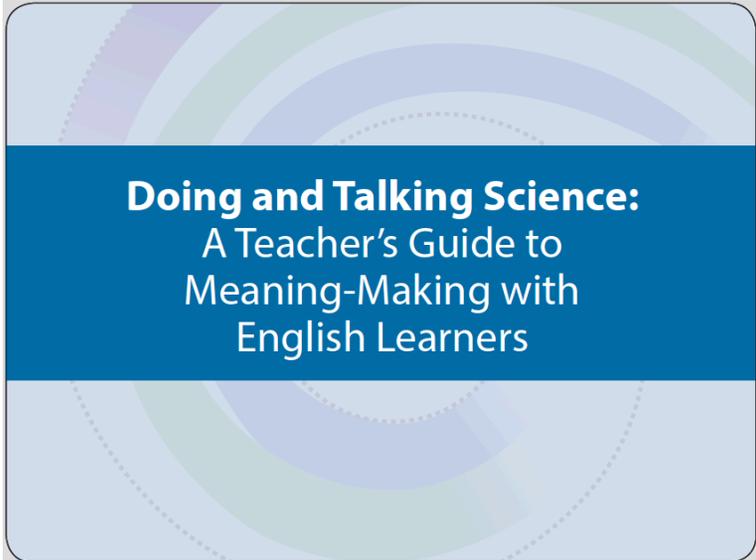
Moving from strict emphasis on forms and features to ways of doing and being with oral and written language repertoires within school, ultimately fostering metalinguistic awareness.

(Boals, Hakuta, Blair, 2015)

Mathematics and Science in Action

The cover features a background of concentric, semi-transparent circles in shades of green and light blue. A solid green horizontal band is positioned across the middle, containing the title and subtitle in white text.

Doing and Talking Mathematics:
A Teacher's Guide to
Meaning-Making with
English Learners

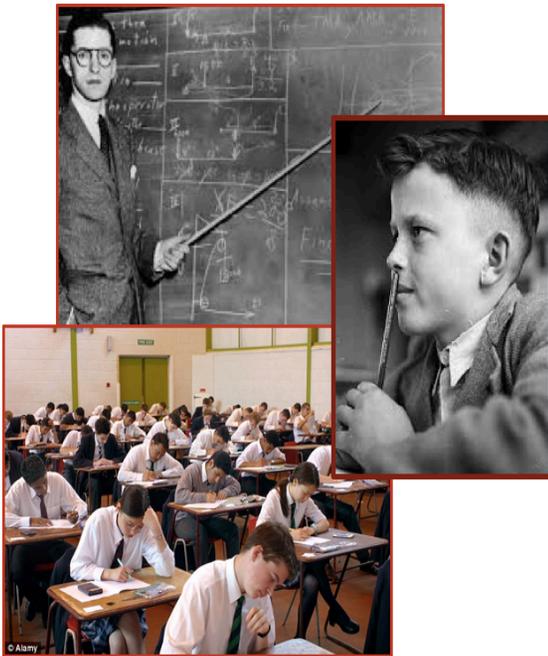
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Doing and Talking Science:
A Teacher's Guide to
Meaning-Making with
English Learners

Transformed Classrooms

Replace the old style...

... with deep and collaborative reasoning



Teacher talks.
Students listen...
...do worksheets
...and take tests.



Why is that true?

Do you think it's always true?

What's your reasoning?

Transforming Teaching: The New Playing Field

- Focus on student thinking and important questions
- Teach students the language needed to explain their complex thinking to one another, in speech and writing
- Teach students to listen carefully to one another
- Teach how genres are enacted in different content areas.

Rita MacDonald, 2016



Teacher's role: Promote deep, collaborative reasoning

- Understand students' strengths.
- Create opportunities for students to reason together about things that matter.
- Focus more on thinking than answers.
- Support tenacity/perseverance in understanding one another's thinking.
- Model complex/precise language and discuss the pros & cons of using it.

Student's role: work with classmates to understand

- Be responsible for following ideas; listen carefully and track the idea's development.
- Make your response to ideas known; support or challenge or question ideas.
- Check for accurate understanding of others' statements as needed; keep at it until clear understanding is achieved.
- Compare evolving ideas to other information—does this make sense? Is something missing?

Website Address

<http://stem4els.wceruw.org/How/reasoning.html>



DOING AND TALKING MATH AND SCIENCE
Strengthening Reasoning, Strengthening Language



Why

▼ How

Start

Monitor Progress

Resources

WIDA Can Do Descriptors



Can Do Descriptors Key Uses Edition

Examples of what students **can do *with language*** for a given content task at their level of language proficiency for their grade/ grade cluster.

Grade levels 6–8

Speaking, ELP Level 5

the communicative purpose



Argue by defend(ing)
a point of view and giv(ing)
reasons



the content-related task

In groups, explore using PODEMOS or the CAN DO Descriptors

Think about the videos a second time, but this time discuss:

- How might these materials help facilitate the engagement for students of different levels of language proficiency?
- How might this be achieved across multiple languages for multilingual students with these tools?

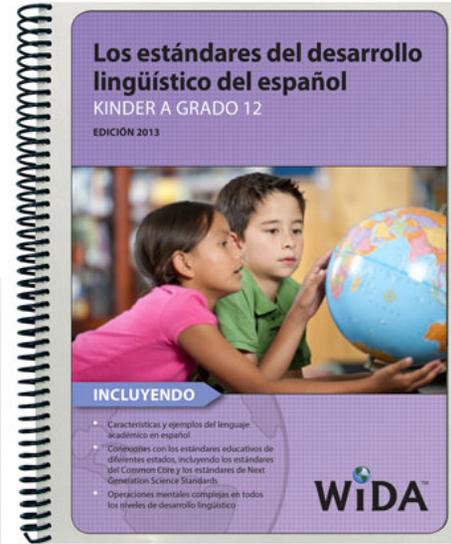
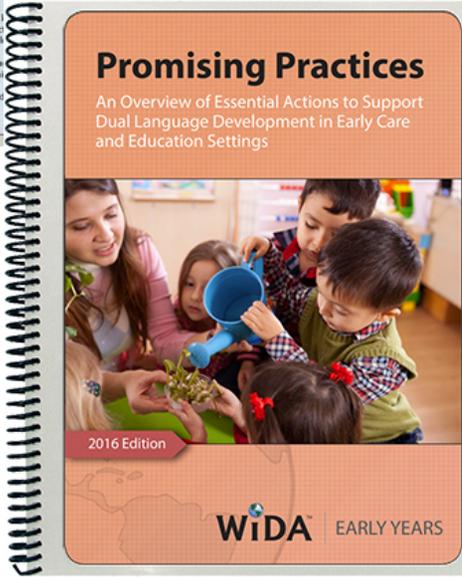
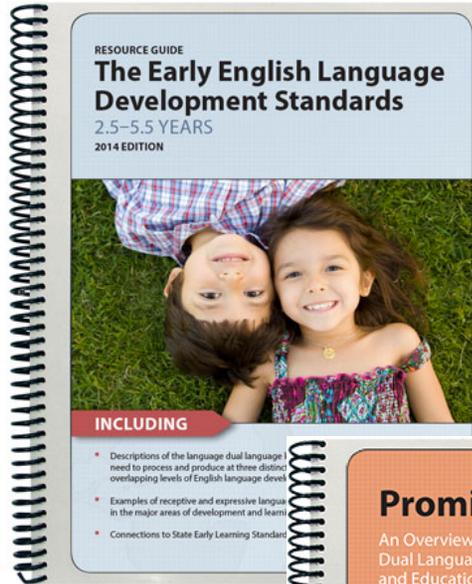
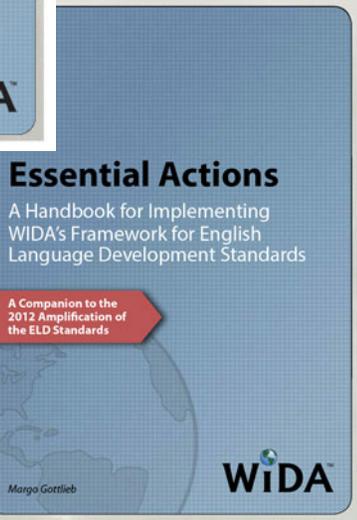
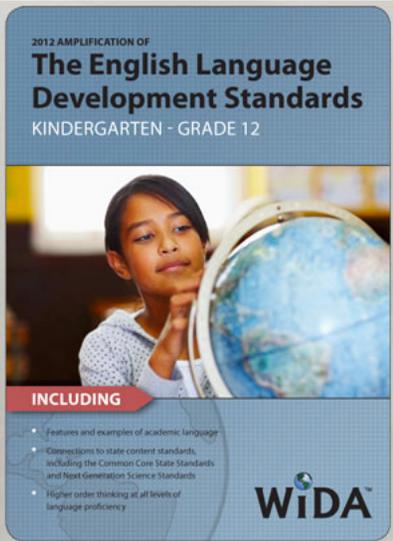


WIDA Spanish Language Development

- SLD Standards
- Podemos
- Early Years in English and Spanish
- Early Years Podemos



Resources



More Resources

WIDA 2017 Annual Conference

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Unique in Practice*

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