

The Austin Independent School District and the Quality Teaching for English Learners Partnership

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The goal of teacher professional development

- To build the expertise (knowledge + the ability to enact it in situated ways) of the adults working in schools to offer students quality opportunities to learn in substantive and generative ways.

Since education takes place against the backdrop of an ever changing world, with increasingly demanding goals for high school graduates, there is a need for educators to continuously retool themselves: education needs to be the learning profession.

Current tensions in the development of teacher expertise to work with English Language Learners

- Considered as specialized, relevant only for some
- Generic, not anchored in the disciplines
- Atheoretical, focused on strategies and on discrete pieces of language
- Focused on teaching, not on learning
- Conceptualized as a short-term affair, not as a life-long process
- Lacking deep and generative knowledge about students, their communities, and how to realize their potential, rather than focused on proleptic views of learning and teaching

Given the numbers of English Learners in the system, their underperformance, and their projected growth:

- All teachers need to learn how to work with academic rigor and excellence with English Learners
- Principals, A.P.s, and other educational leaders need to be at the forefront of this learning and should model and support the practices they want enacted in school: collective capacity building
- Whole schools need to move around a vision of quality focused on English Learners, and all other underserved students with a coherent theory of learning and teaching, a good theory of action, and a long-term plan

There is nothing more practical than a good theory...

QTEL's work is both guided by theories, and it informs theory:

- Theory of teacher expertise: domains that grow through a life of professional practice (Shulman, 1995; Walqui, 1997, Walqui forthcoming)
- Theory of learning: sociocultural approaches, proleptic activity (Gibbons, 2009; Walqui, 2006; Walqui and van Lier, 2010)
- Theory of language: functional systemic linguistics (Haliday; Derewianka, 1990, 2009)
- Theory of principled pedagogical practice
- Theory of change (Bos and Walqui, 2005)

The QTEL pedagogy is based on a sociocultural theory of learning

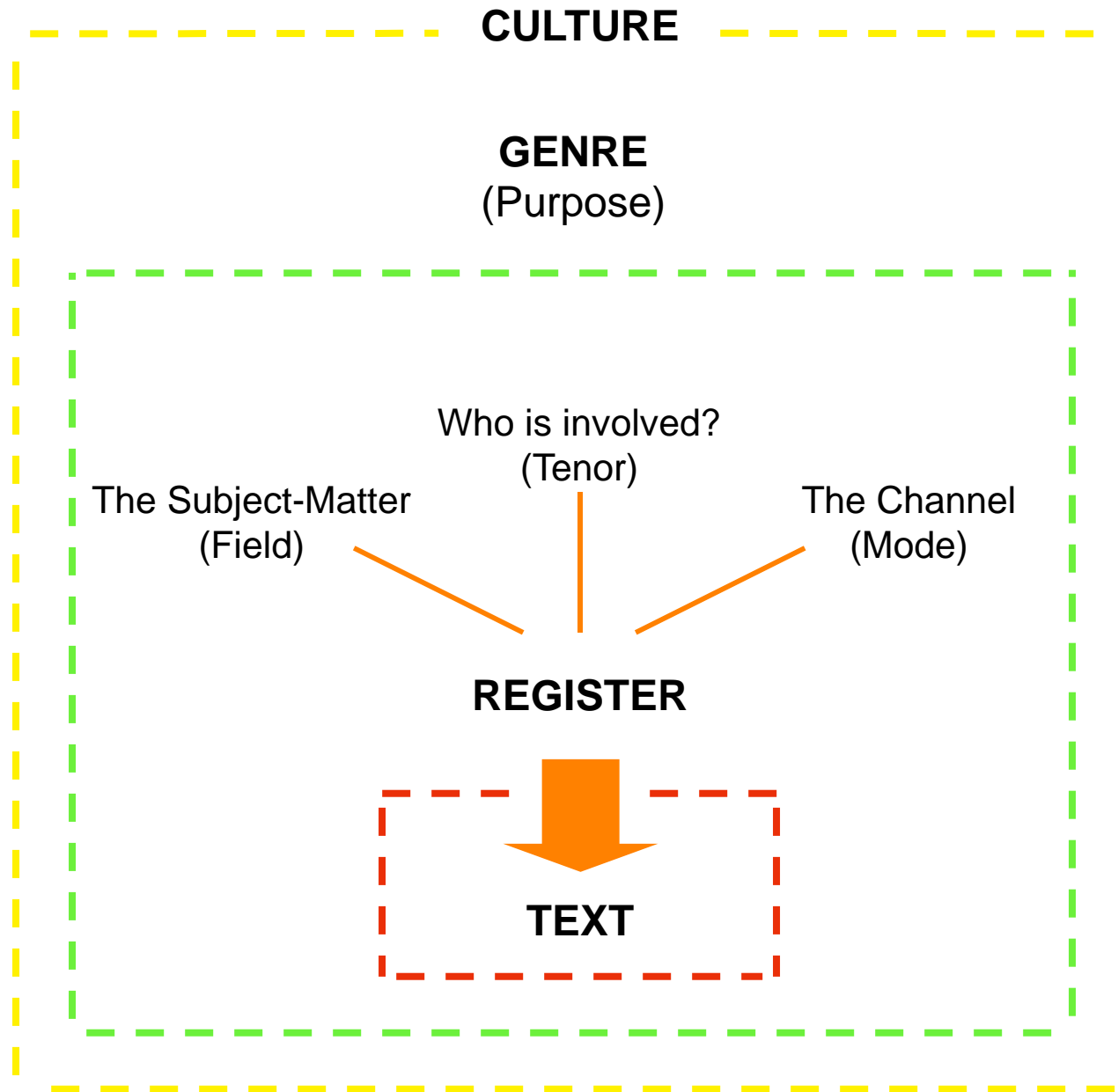
- Development follows learning (therefore, instruction precedes development)
- Participation in activity is central in the development of knowledge
- Participation in activity progresses from apprenticeship to appropriation, from the social to the individual plane
- Learning can be observed as changes in participation over time

Theory of Language and Literacy

- Because school knowledge becomes increasingly specialized, literacy becomes **discipline-specific**, and the language required to engage in literacy events takes on **specialized features** different from every day uses of language.
- Literacy includes all the elements of speaking, listening, reading, writing, critical thinking, and the habits of mind that foster effective civic participation.

In this theory academic uses of English

- Involve constellations of features that together construct texts that are difficult for students because of:
 - the *fields* of knowledge they appeal to
 - the *tenor* of the interpersonal relationships they construct
 - the *modes* in which students encounter them
- These multiple variations result in academic language registers, or the linguistic variation that results according to contexts of use.



Derewianka, 1990

An example of how language changes across schooling

Text 1

There was no rain for a very long time. The farmers had planted crops like maize and wheat and corn, but because it didn't rain, all the crops died. Because there were no crops there was nothing for the children to eat, and they became very hungry. Because they didn't have enough to eat, many of them died, especially the children and old people.

Text 2

The extended drought caused the crops to fail resulting in a widespread famine and many deaths, especially among the children and elderly.

One reason why this is the case: Nominalization

Text 1

There was no rain for a very long time. The farmers had planted crops like maize and wheat and corn, but because it didn't rain, all the crops died. Because there were no crops there was nothing for the children to eat, and they became very hungry. Because they didn't have enough to eat, many of them died, especially the children and old people.

Text 2

The extended drought caused the crops to fail resulting in a widespread famine and many deaths, especially among the children and elderly.

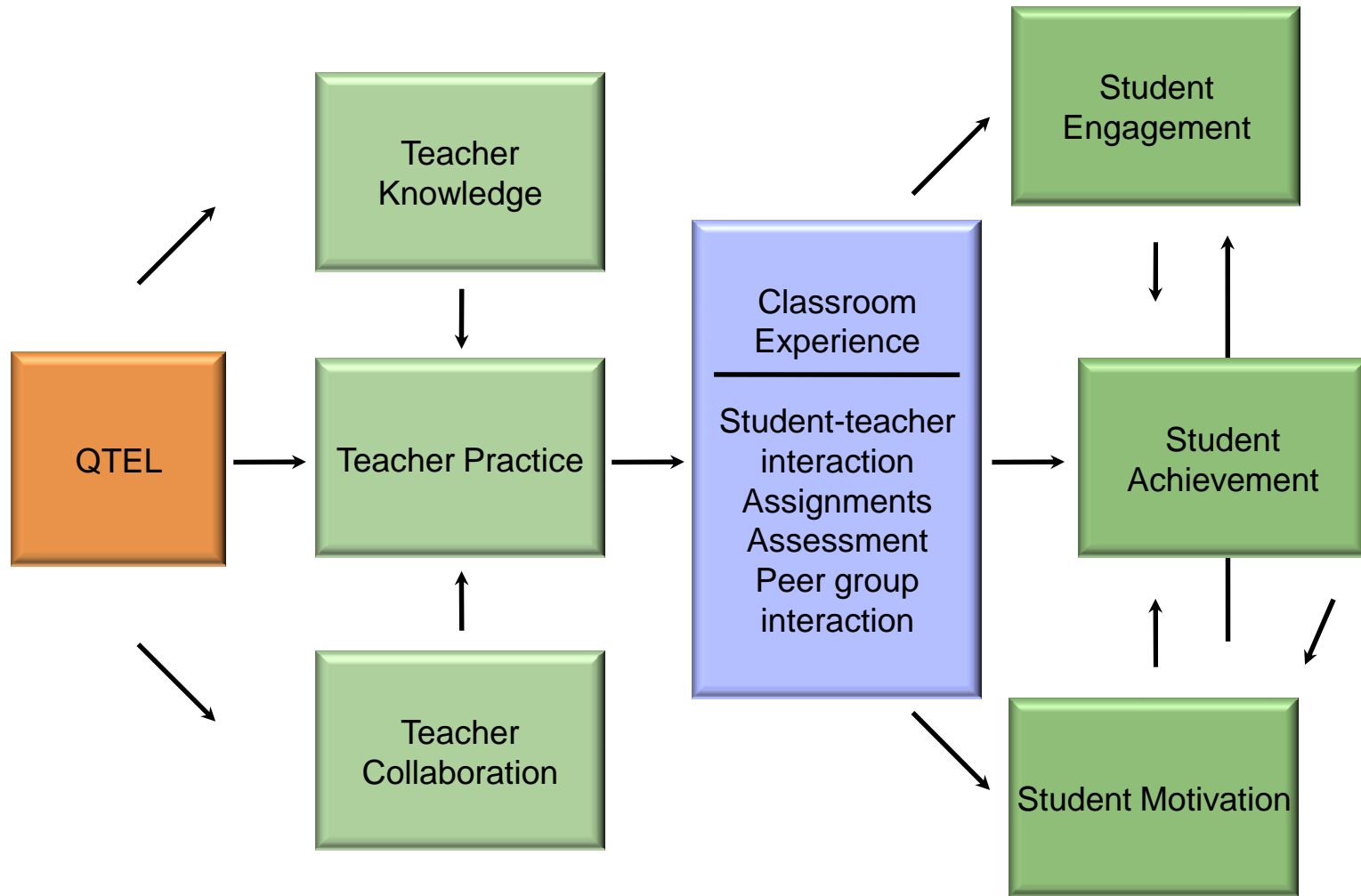


Students learn increasingly more abstract uses of language by participating in well-constructed discipline-specific interactions

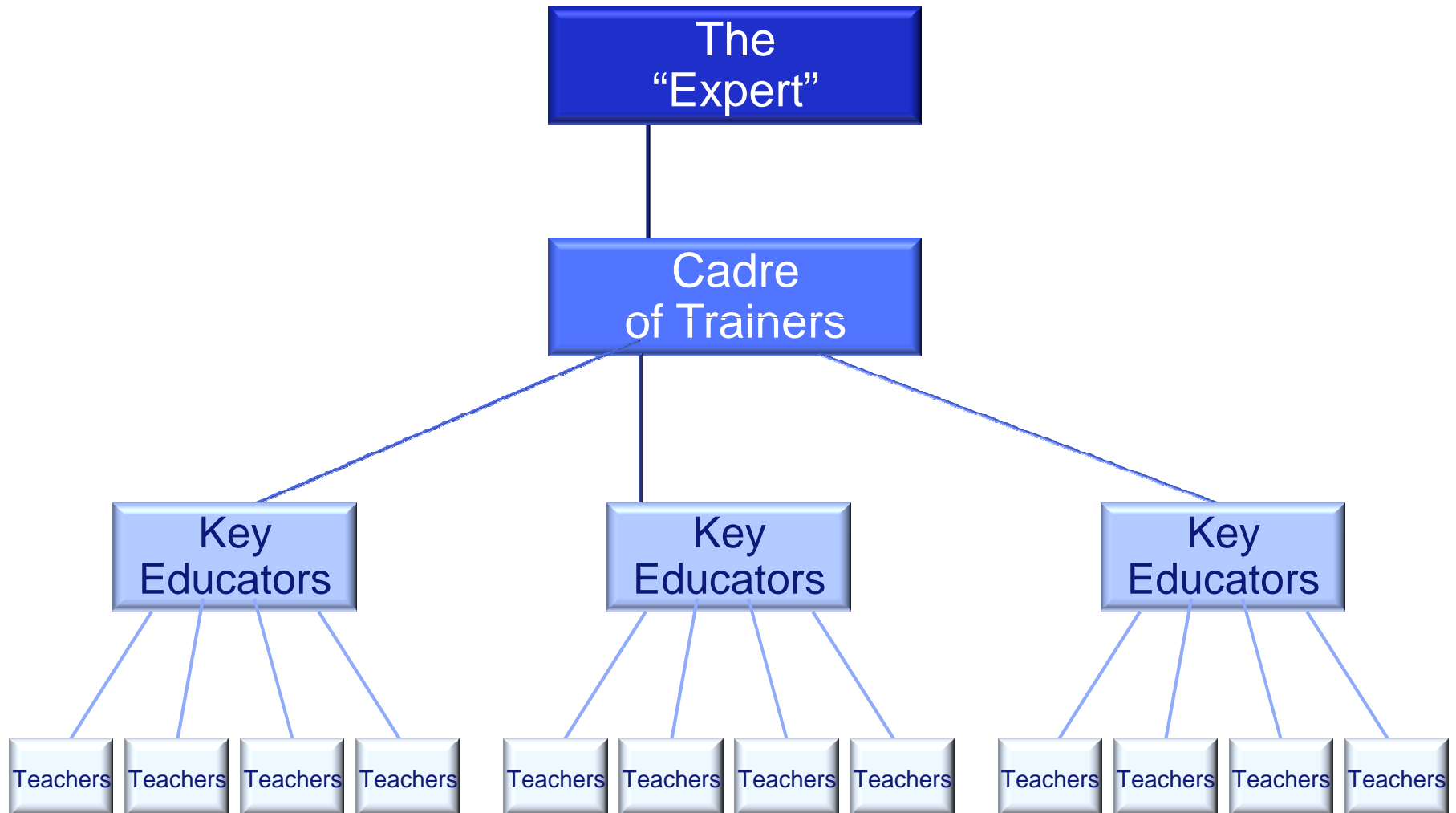
Similarly, through well-constructed subject-specific interactions teachers develop their Subject Matter Knowledge (SMK), Pedagogical Knowledge, and Pedagogical SMK plus an awareness of the disciplinary uses of English



QTEL's Theory of Change



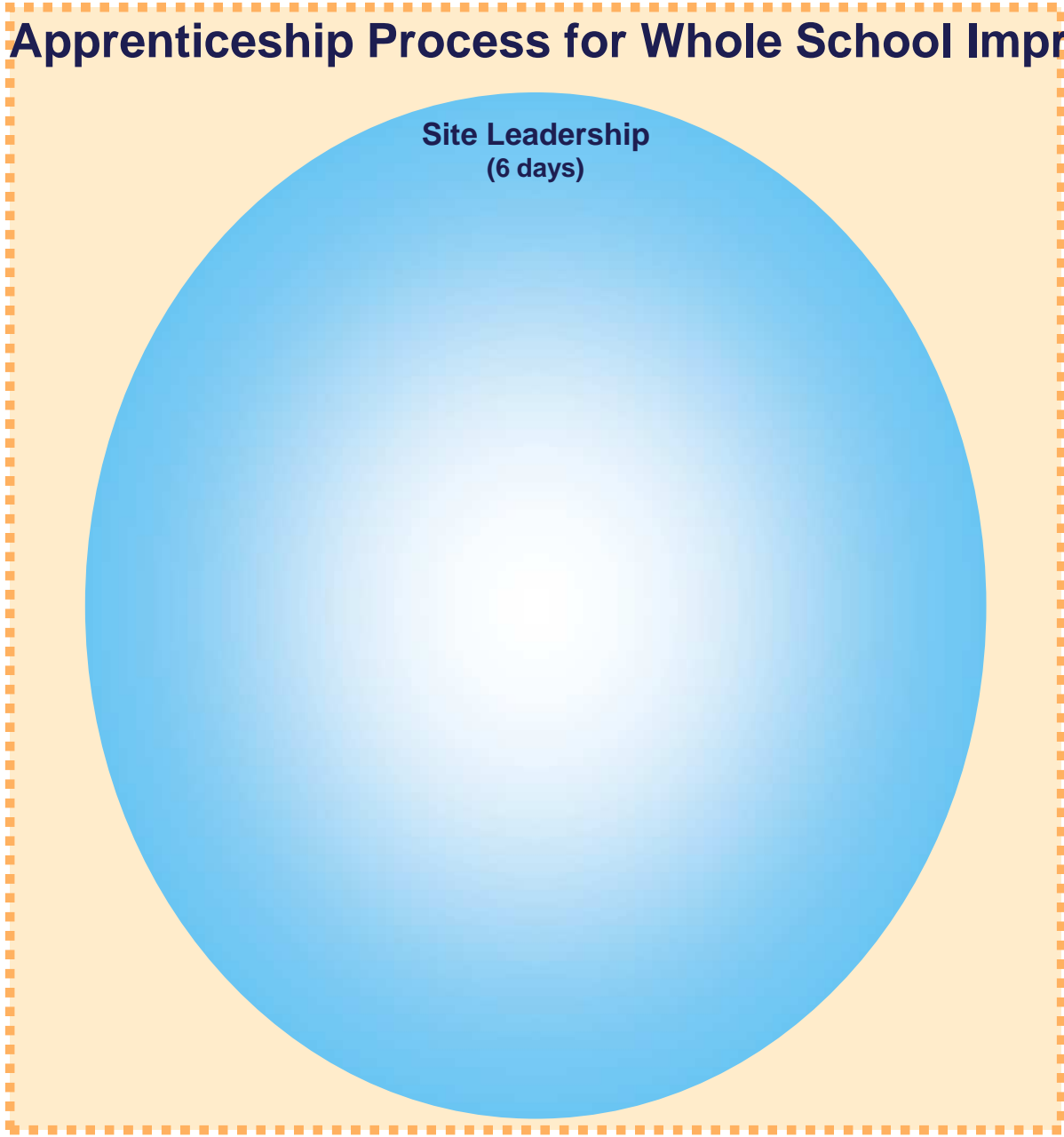
QTEL model is very different from the Training of Trainers Model



The apprenticeship model

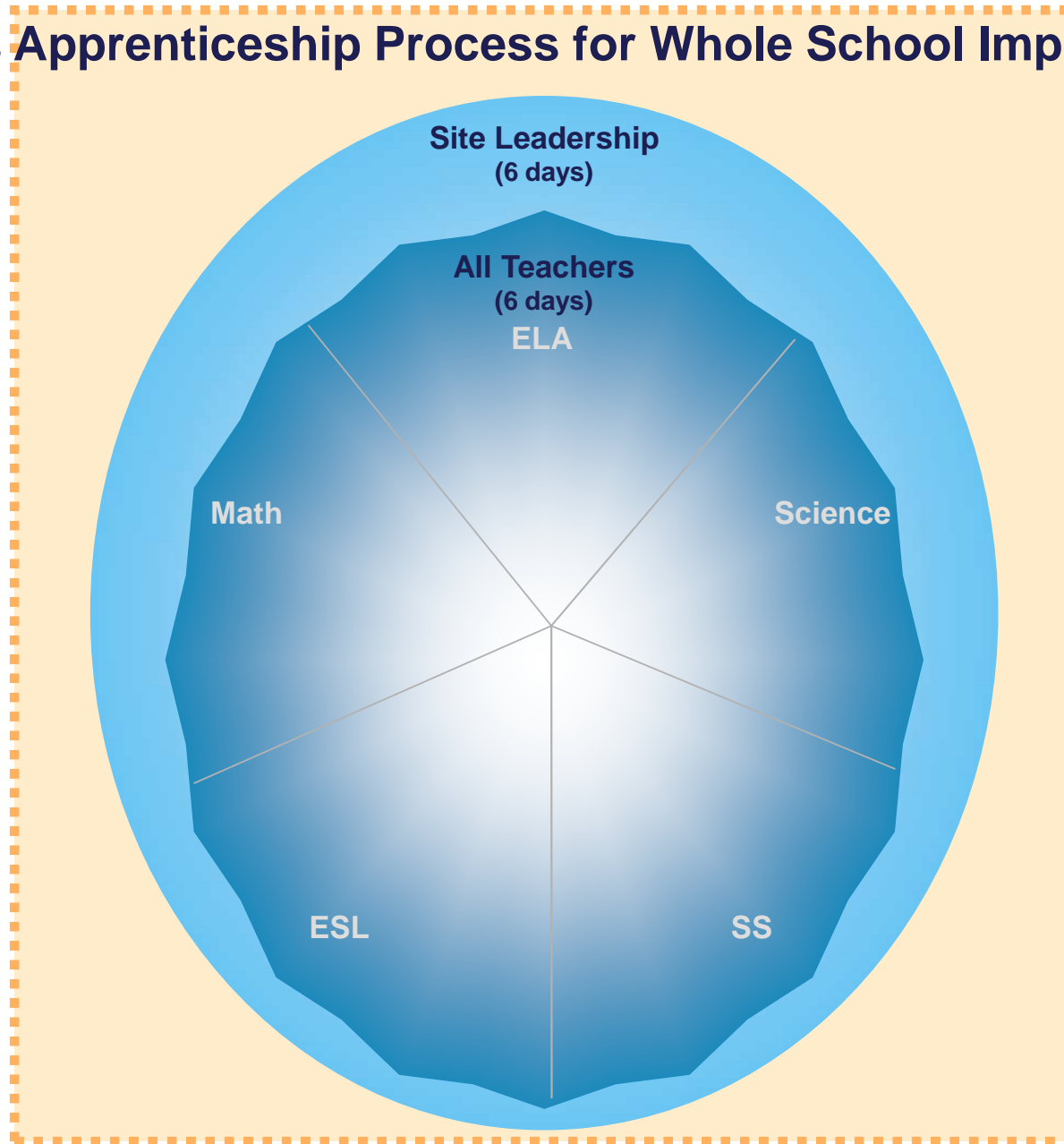
- Develops the collective capacity of a school
- Proposes a nested model in which all educators plan and carry out coherent but differentiated responsibilities guided by the same vision of excellence for all students
- Builds on the idea of reciprocal accountability
- Fosters teacher collaboration and internal accountability
- Compensates for the pitfalls of leadership and teacher turn over

QTEL's Apprenticeship Process for Whole School Improvement



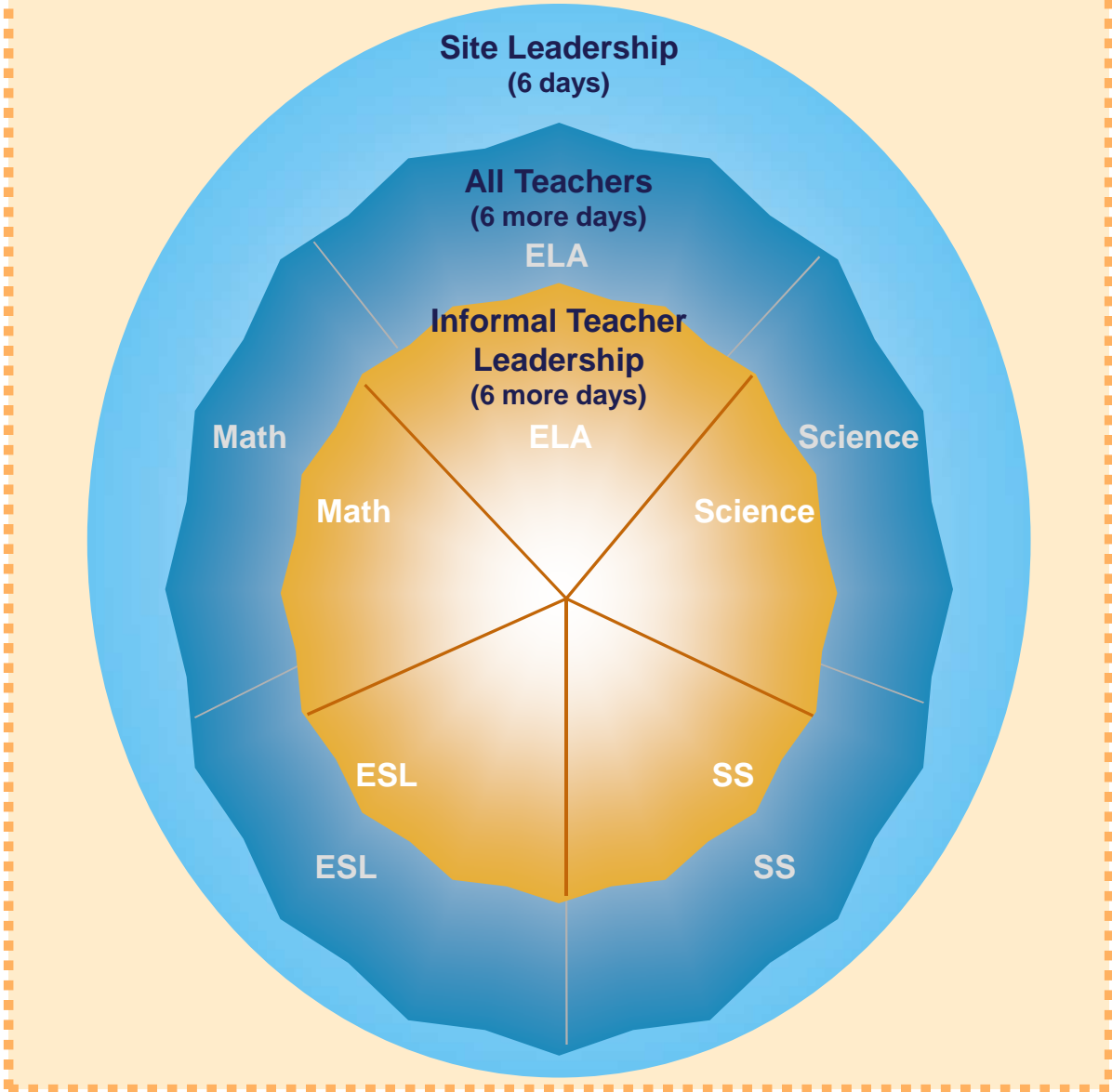
Ripples of Impact of Teacher Professional Development: Year 1

QTEL's Apprenticeship Process for Whole School Improvement



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QTEL's Apprenticeship Process for Whole School Improvement



Ripples of Impact: The Teacher Professional Development Model: Year 1

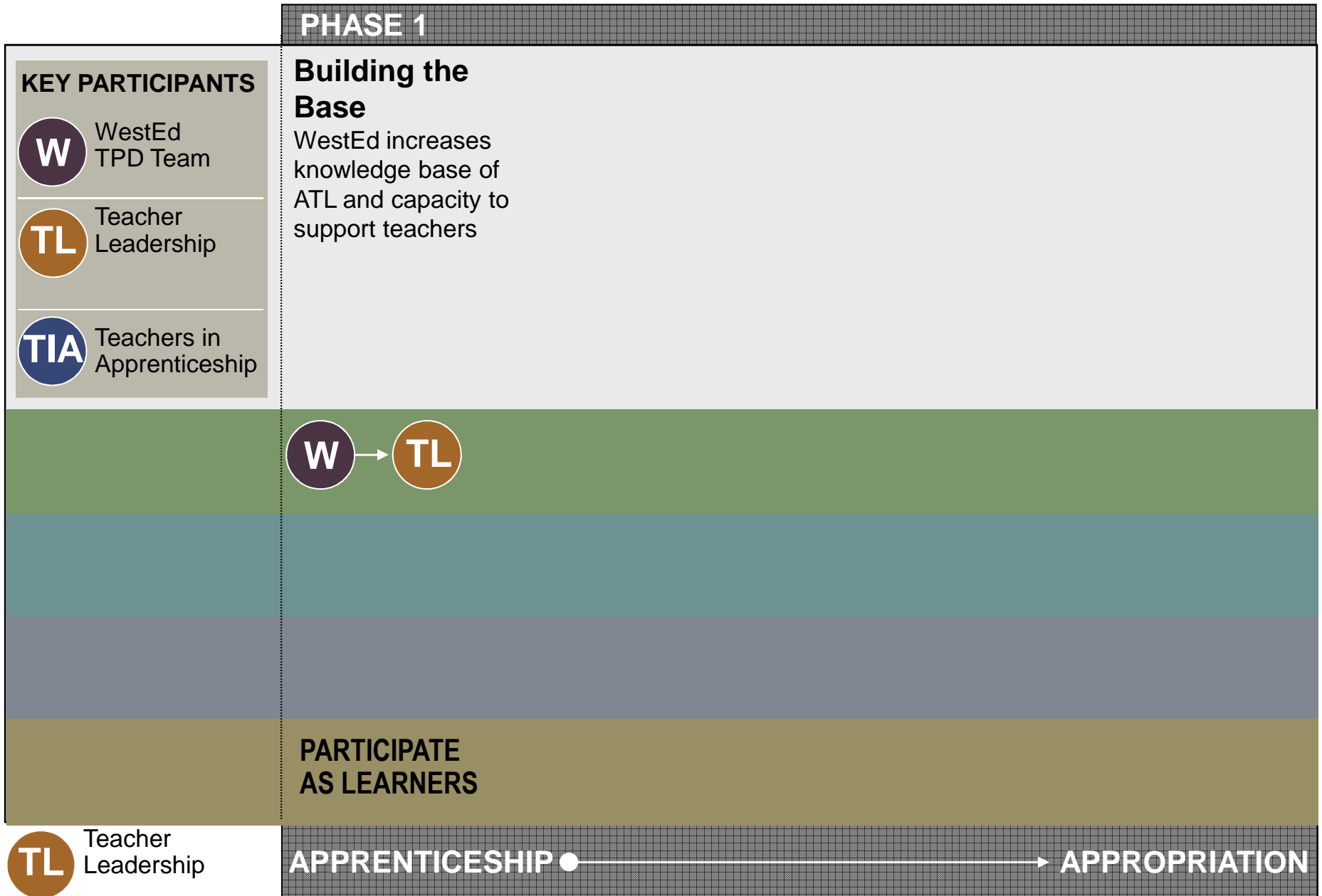
Apprenticeship of the professional developers

- Has been conceptualized in phases
- Each phase enables teacher leaders to develop specialized expertise through modeling, application, knowledge development, and differentiated support
- At the end of each phase teachers assume new responsibilities

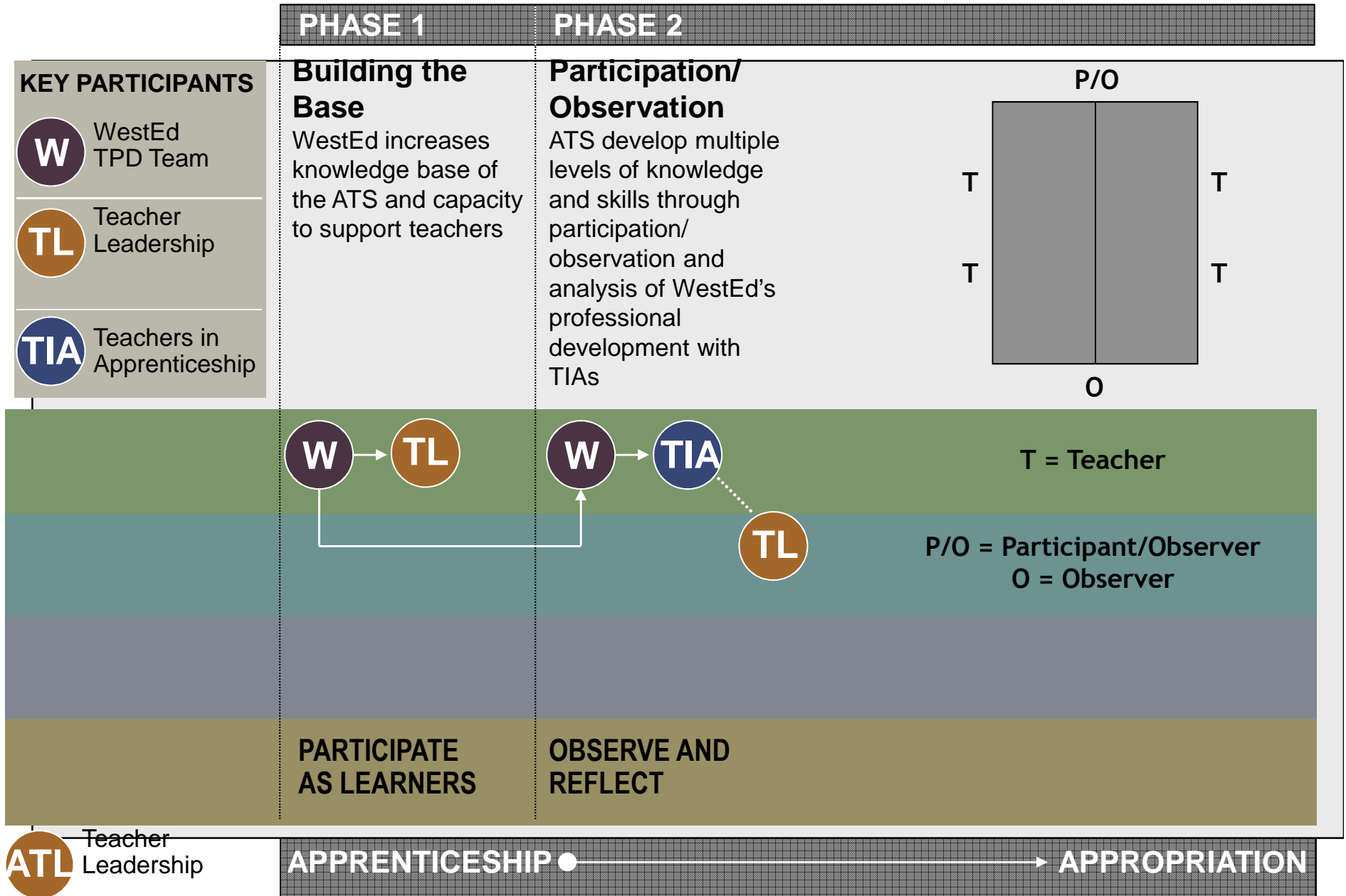
At the end of the process schools have:

- Increasingly expert disciplinary teachers
- Disciplinary coaches
- A few professional developers

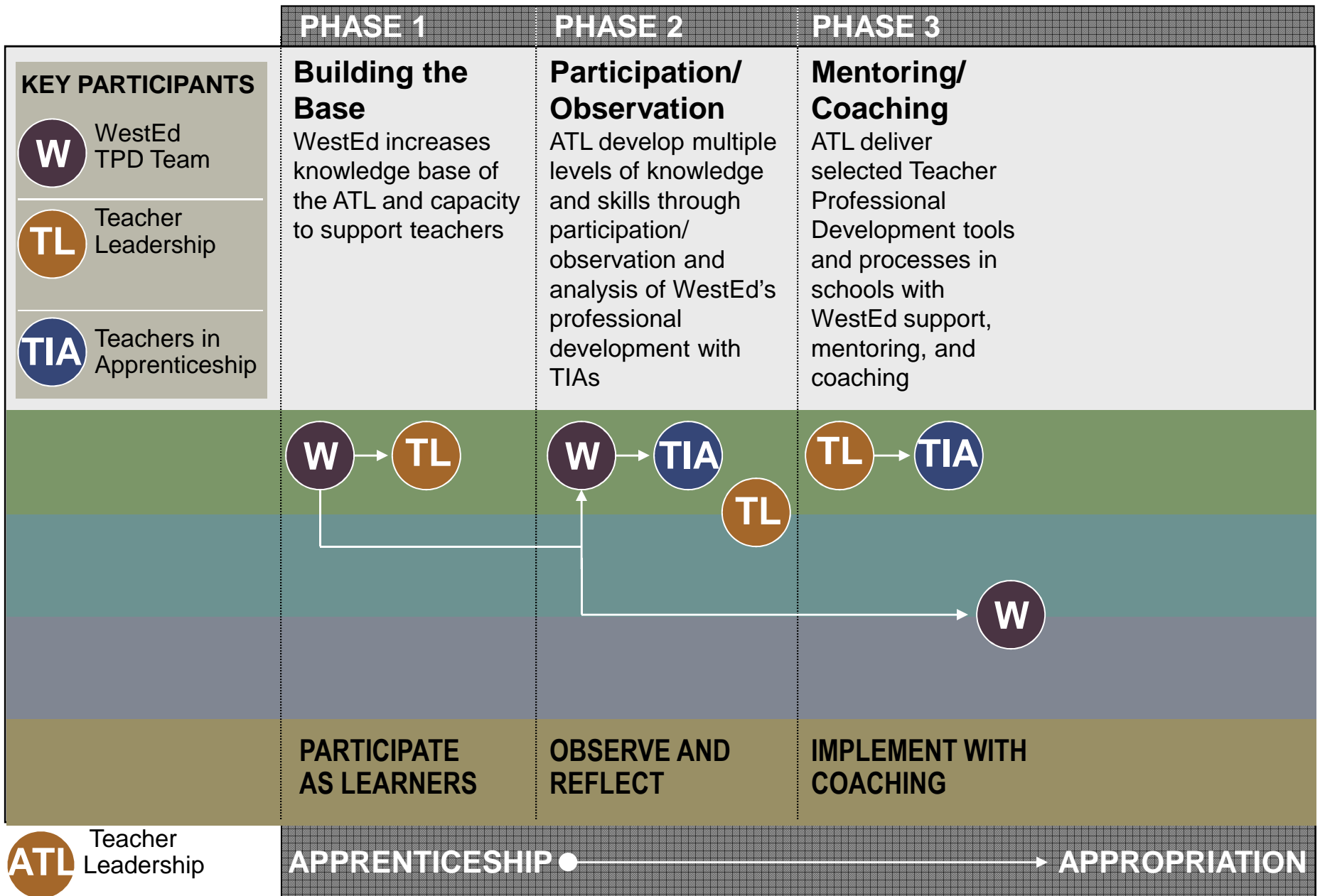
Building School Capacity: A Model of Professional Development Apprenticeship



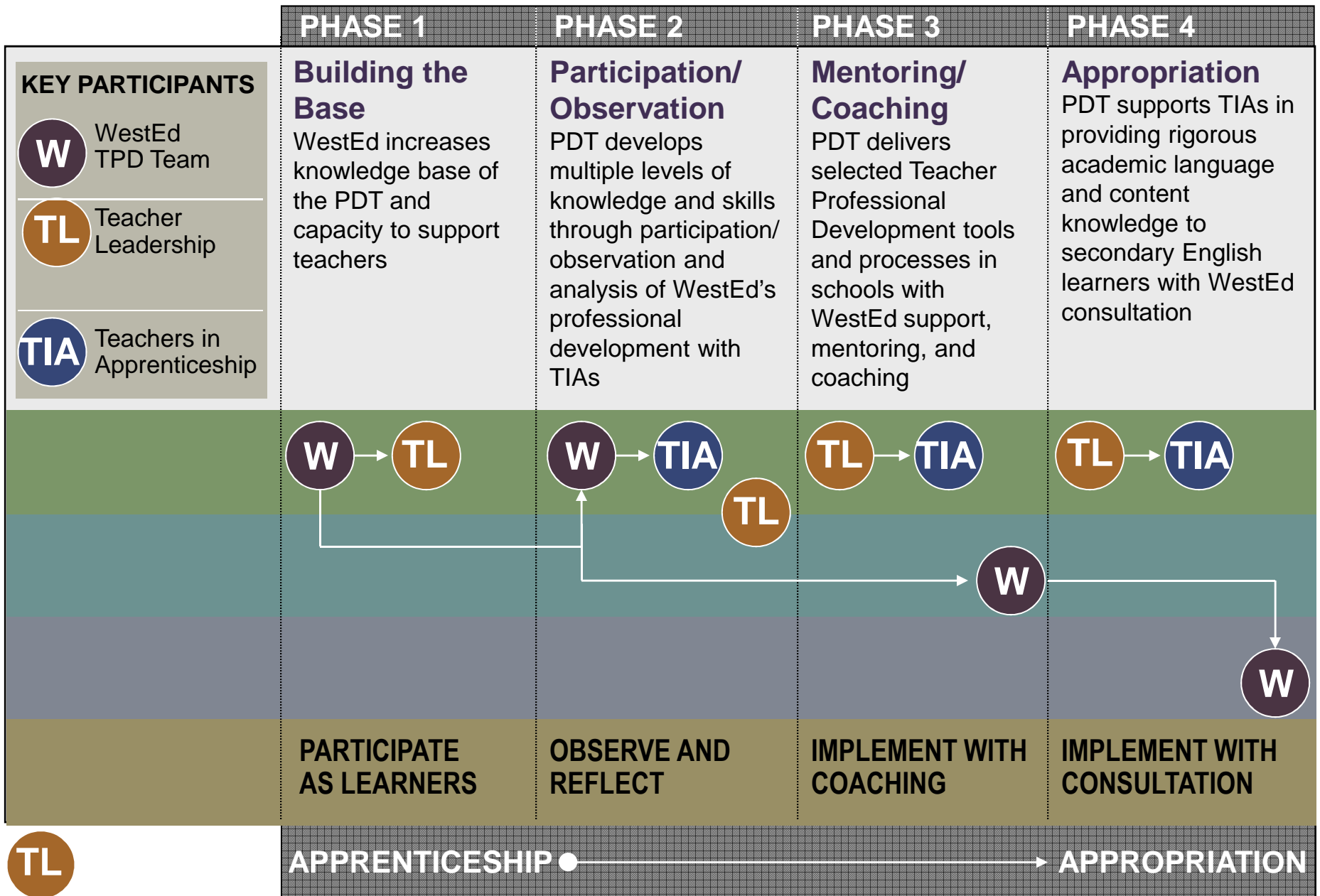
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Building School Capacity: A Model of Professional Development Apprenticeship



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Lanier's Six-Year Data Track

Gr.	Stu Group	Math						ELA						Science						Social Studies					
		'04	'05	'06	'07	08	9	'04	'05	'06	'07	08	9	'04	'05	'06	'07	08	9	'04	'05	'06	'07	8	9
9 th	All	17	31	30	37	38	49	40	58	69	73	69	74												
	AA	7	26	19	40	33	31	41	65	83	83	78	84												
	His	17	32	30	35	35	49	36	54	68	69	65	72												
	White	36	33	43	32	72	99	63	80	78	90	100	93												
	Econ. Dis.	15	31	30	37	36	51	38	58	68	72														
	LEP	2	14	11	16	16	27	6	23	36	42	67	74												
	SpEd	0	7	10	14		*	11	35	40	64	41	43												
													60												
10 th	All	21	41	46	48	52	54	50	50	78	72	79	82	21	38	38	47/43	42	47	52	73	72	82/78	83	83
	AA	25	20	30	37	66	47	63	47	76	87	87	86	22	33	23	58	50	41	72	65	74	85	85	70
	His	25	37	48	47	50	53	47	48	76	68	76	80	17	31	38	43	38	45	52	69	71	81	82	83
	White	32	77	50	73	45	86	54	63	90	88	76	100	28	68	53	71	55	82	59	92	76	93	90	100
	Econ. Dis.	24	38	44	47	51	54	48	48	75	71			19	35	34	45	42	45	51	71	72	81	81	83
	LEP	9	14	22	12	19	29	13	9	33	30	76	81	4	8	11	9	17	19	26	31	33	48	57	64
	SpEd	6	25	5	11		*	21	17	53	29			*	0	7	7	*	7	33	33	50	*		53
11 th	All	29	64	68	67	63	62	61	76	76	71	74	82	35	61	60	57	65	74	68	83	89	83	89	96
	AA	17	53	53	56	45	61	50	80	82	68	83	91	13	58	58	48	57	82	58	87	88	86	82	100
	His	23	62	66	66	64	63	57	71	74	70	71	79	33	56	55	56	64	72	66	79	86	82	90	95
	White	59	83	88	88	72	50	82	94	85	83	94	94	65	94	84	69	78	88	85	97	99	89	100	100
	Econ. Dis.	27	62	69	66	62	64	57	73	74	70			32	58	59	57	64	74	65	81	87	83	90	97
	LEP	3	43	51	31	32	28	0	33	34	22	74	82	10	32	28	26	26	43	28	57	65	55	69	87
	SpEd	0	13	*	*		38	0	33	*	99			0	11	*	*		76	29	45	*	88		100
Campus	All		42	45	48	50	55		62	73	72	73	79		45	49	52	54	61		75	81	83	86	90
	AA		32	35	44	48	45/60		68	78	79	83	87		37	41	53	52	65		74	81	85	84	89
	His		39	43	46	48	54/RI		58	72	69	70	76		40	47	49	52	59		71	79	81	86	89
	White		68	62	60	63	76		79	84	90	91	96		79	70	70	66	85		95	91	91	95	100
	Econ. Dis.		40	44	47	48	56		59	72	71				41	47	51	53	60		72	80	82	86	91
												71	79												

Key:

- Scores went up
- Scores went down
- Scores remained the same

International HS Assessment Data

Spring 2009

Principal: Leticia Vega

10th Grade TELPAS Composite Rating

Total	Beginning	Inter- mediate	Advanced	Advanced High
Number:				
67				
Percentage	19.4%	35.8%	25.3%	19.4%
Number of Students	13	24	17	13

10th Grade TELPAS Reading Results

Total Number:	Beginning	Inter- mediate	Advanced	Advanced High
70				
Percentage	20%	34%	27%	19%
Number of Students	14	24	19	13