Implementing the Collaborative Instructional Cycle for English Learners

Dr. Maria G. Dove
Molloy College

Abstract
The collaborative instructional cycle addresses four essential elements to meet the linguistic, academic, and social-emotional needs of English learners as follows:

- Co-planning: The practice of teacher teams planning instruction
- Co-teaching: Two or more teachers within the same classroom deliver instruction to all students.
- Co-assessment: Teacher teams review student work and analyze assessment data to inform instruction and gauge progress.
- Reflection: Teachers examine their practices individually and collectively.

During this webinar, participants will engage in conversations about how to move away from isolated pullout language instruction and develop more content-integrated, collaborative instructional experiences for English learners. Topics will include:

How do teachers as individuals get started with the collaborative instructional cycle?
How do teachers get their colleagues to buy into content-integrated instruction? How do teachers get administrators on board?
How can teachers fit co-planning into their already busy schedules?

Bio
Maria G. Dove, Ed.D, is Professor in the School of Education and Human Services at Molloy College, Rockville Centre, New York. She teaches pre-service and in-service teachers about best practices for developing effective programs and policies for English learners and guides doctoral students in the Ed.D program in leadership for social justice and equity. Before entering the field of higher education, she worked for over thirty years as an ESOL teacher in grades K–12 and in adult English language programs. She has published numerous books, book chapters, and articles on collaborative teaching practices, leadership, and instructional strategies for culturally and linguistically diverse students.

*This event is funded by a National Professional Development grant through the U.S. Department of Education's Office of English Language Acquisition.
A Language-Based Approach to Content Instruction: Scaffolding for Literacy Development

Luciana C. de Oliveira, Ph.D.
Associate Dean for Academic Affairs and Professor, School of Education, Virginia Commonwealth University

Webinar Description

Scaffolding is a challenging task in K-12 classrooms. Drawing on research and collaborative work in content area classrooms, Dr. de Oliveira describes a language-based approach to content instruction (LACI) to provide scaffolding to support multilingual learners’ literacy development (de Oliveira, 2016; de Oliveira, 2020; de Oliveira, Jones, & Smith, 2021). LACI is a teacher education model developed over the past 15 years, grounded on research in classrooms with teachers. Participants will learn about the language demands of schooling and six Cs of support for scaffolding.

Speaker Bio

Dr. Luciana C. de Oliveira (Ph.D., University of California) is Associate Dean for Academic Affairs and Professor in the School of Education at Virginia Commonwealth University. Her research focuses on issues related to teaching multilingual learners at the K-12 level, including the role of language in learning the content areas and teacher education, advocacy and social justice. Currently, Dr. de Oliveira’s research examines scaffolding in elementary classrooms. She has authored or edited 27 books and has over 200 publications in various outlets. Dr. de Oliveira has over 25 years of teaching experience in the field of TESOL. She served in the presidential line (2017-2020) of TESOL International Association, the largest international organization for English language teachers worldwide, and was a member of the Board of Directors (2013-2016). She was the first Latina to ever serve as President (2018-2019) of TESOL. She was the recipient of the Mid-Career Award (2017) by the Second Language Research special interest group and the Early Career Award (2012) by the Bilingual Education Research special interest group of AERA.

When?
Wednesday, July 14
3:00-4:15 pm

Free to all interested educators and teacher education students!

Register here

*This event is funded by a National Professional Development grant through the U.S. Department of Education's Office of English Language Acquisition.
Cultivating a Multilingual Classroom Community: A Focus on Texts

Maneka Deanna Brooks, PhD
Associate Professor of Reading Education, Department of Curriculum and Instruction
Assistant Dean of Academic Affairs and Student Success, College of Education
Texas State University

Abstract

In this presentation, I demonstrate how educators can fully engage the bilingualism of students who are considered to be long-term English learners. I challenge the view that Spanish (or any other language that varies from what is commonly considered to be standardized English) has no place in classrooms that are not explicitly designated as spaces for “bilingual education.” Specifically, I focus on how educators can use non-English texts to shape the literacy environment that youth encounter in the classroom. Reflecting these aims, this presentation highlights the power of teachers to transform English-only instructional spaces. In addition, it presents strategies for integrating English and non-English language texts for content area instruction.

Bio

Dr. Maneka Deanna Brooks (PhD, Educational Linguistics, Stanford University) is an associate professor of reading education at Texas State University. Her research spans the topics of bilingualism, adolescent literacy instruction, language proficiency and assessment, and course placement. She is committed to creating equitable learning environments through a re-imagining taken-for-granted educational practices. Dr. Brooks recently published about literacy and long-term English learners called *Transforming Literacy Education for Long-Term English Learners: Recognizing Brilliance in the Undervalued* (NCTE/Routledge).

*This event is funded by a National Professional Development grant through the U.S. Department of Education's Office of English Language Acquisition.*
Reversing Underachievement among Multilingual Learners: What Does the Research Evidence Say and How Do We Apply It in the Classroom?

Dr. Jim Cummins  
Professor Emeritus  
University of Toronto

Abstract

The presentation will examine causes of underachievement among multilingual learners and the evidence-based instructional directions that respond to these causal factors. Potential causes of underachievement go beyond simply the challenges of acquiring the language of instruction. In addition to the challenges of developing conversational and academic skills in English, many linguistically diverse students are also experiencing the effects of both poverty and broader patterns of discrimination in the wider society. The presentation will discuss the research evidence relating to these factors and describe instructional interventions that have the potential to reverse patterns of underachievement resulting from all three causal factors. The role of teachers in identifying and implementing high-impact instructional innovations will be emphasized.

Bio

Jim Cummins is a Professor Emeritus at the Ontario Institute for Studies in Education of the University of Toronto. His research focuses on literacy development in educational contexts characterized by linguistic diversity. In numerous articles and books, he has explored the nature of language proficiency and its relationship to literacy development with particular emphasis on the intersections of societal power relations, teacher-student identity negotiation, and literacy attainment. His most recent book is *Rethinking the Education of Multilingual Learners: A Critical Analysis of Theoretical Concepts* (Multilingual Matters, 2021).

*This event is funded by a National Professional Development grant through the U.S. Department of Education's Office of English Language Acquisition.