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DEVELOPING COLLABORATION AND CONSULTATION SKILLS

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

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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

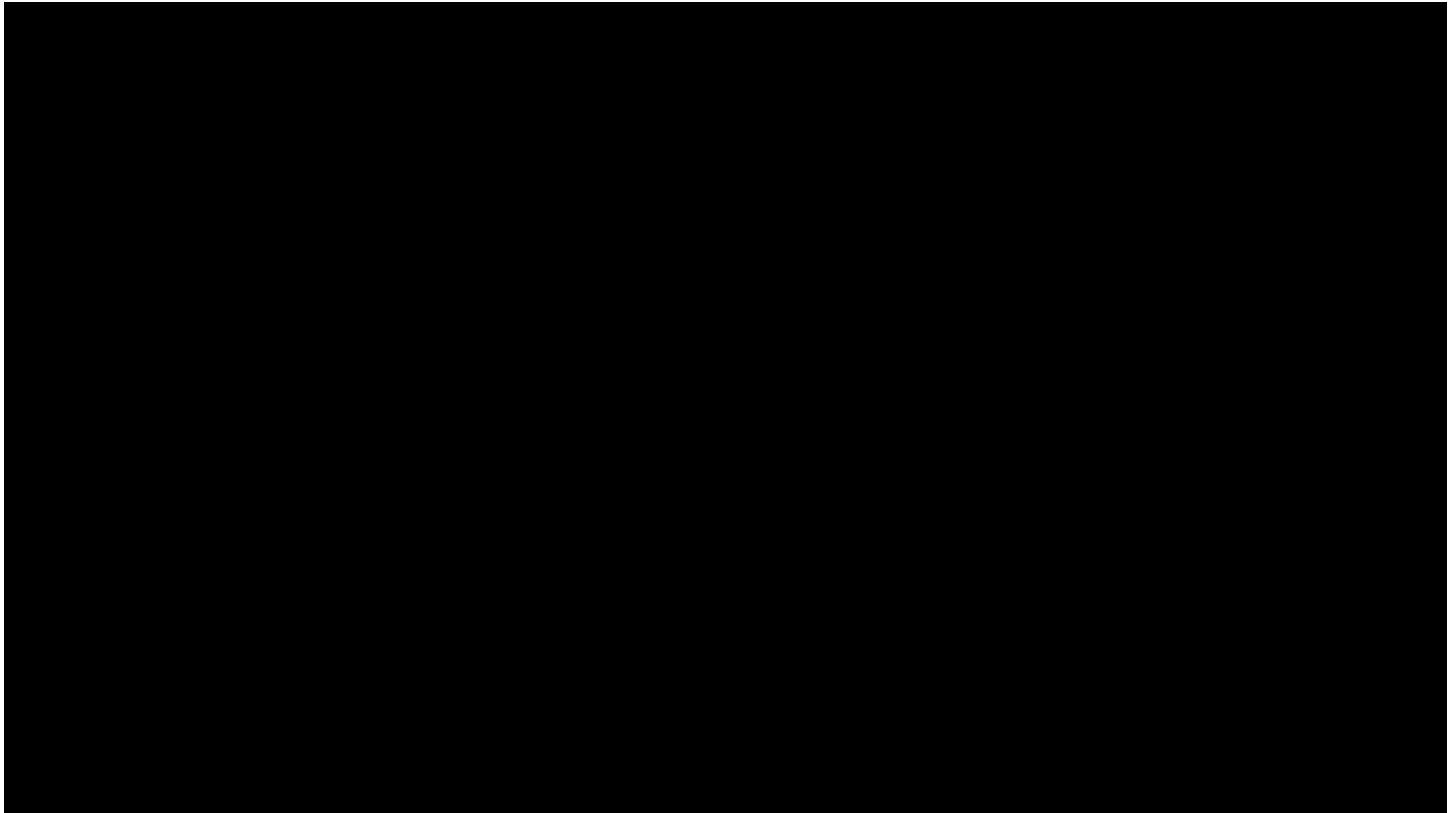


Components of the Professional Development Program

- 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

Fruiter Model

Modified DRA

Sentence Frames

Purpose of DCCS Strategies

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

Cognates

Sentence Frames for Comprehension

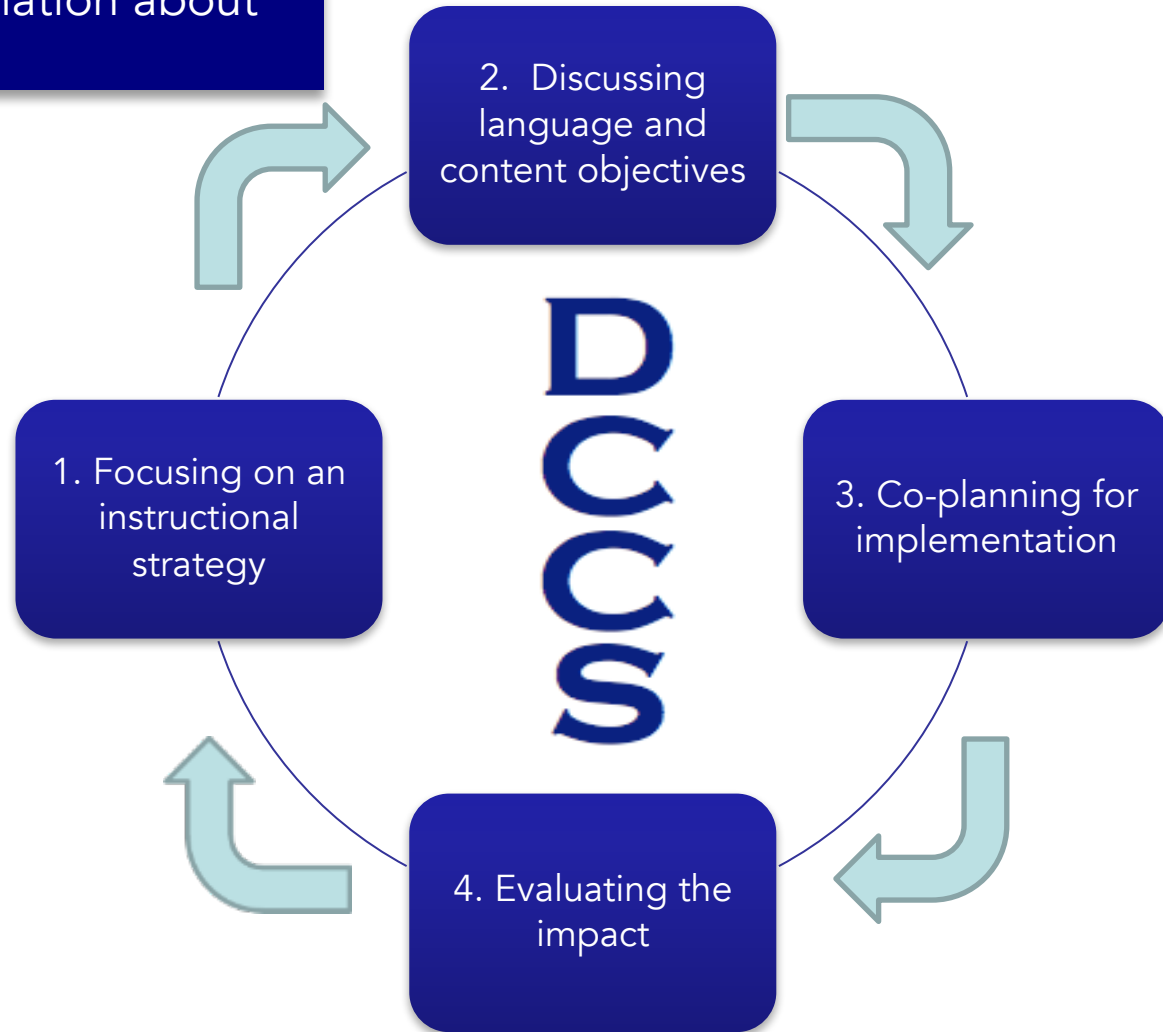
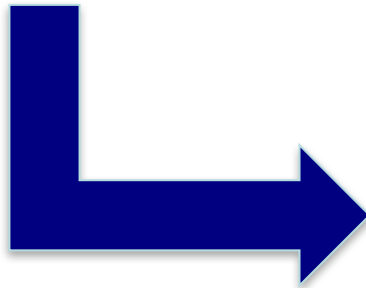


Keys to Successful Collaboration

- Trust
- Time
- Defined roles
- Co-accountability



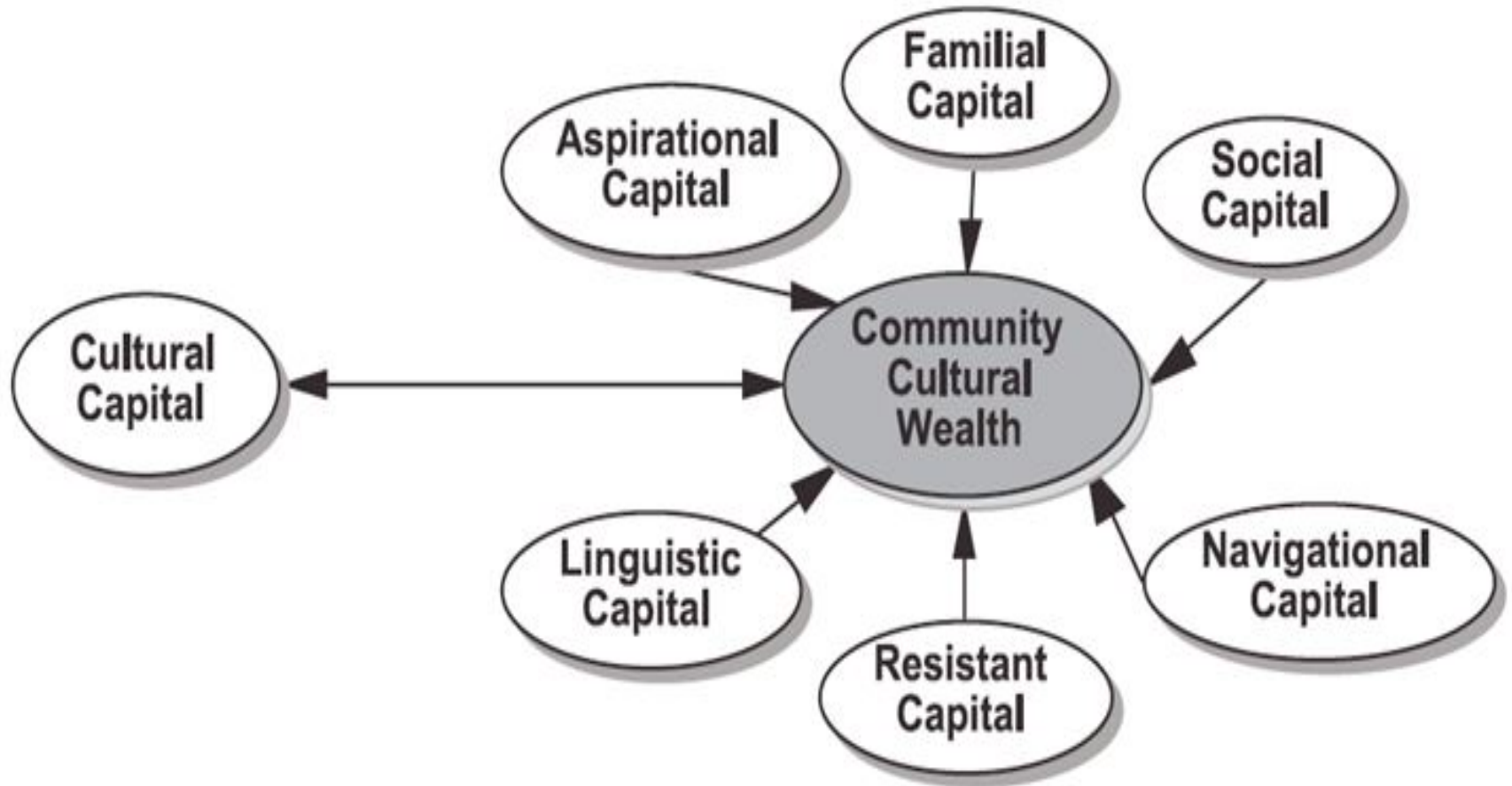
- A. Process planning
- B. Building a working alliance
- C. Gathering information about students



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

What pedagogies of the home **contribute** to the child's knowledge?



La maleta

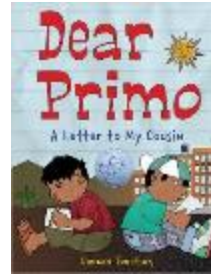
What does the family imagine for the child?



Aspirational Capital
Linguistic Capital
Familial Capital
Navigational Capital

Sra. López

"Mirrors and Windows"
What sort of 'self' does the child encounter?



Books about Latino culture

What encounters does the child have in school?

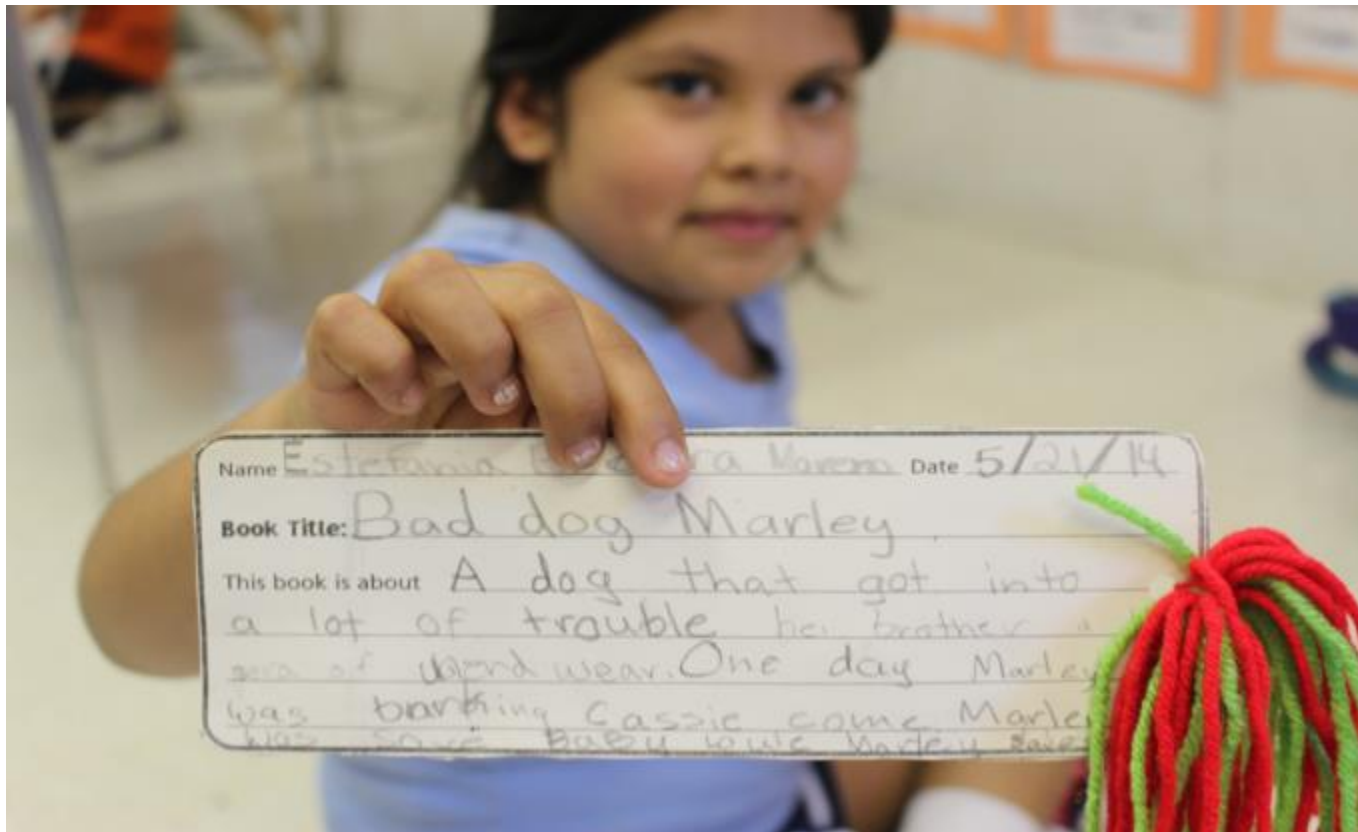


Snag Film "Immersion"

Parent Panel



What impact does DCCS have on student outcomes in language and literacy?



Pilot Study of DCCS

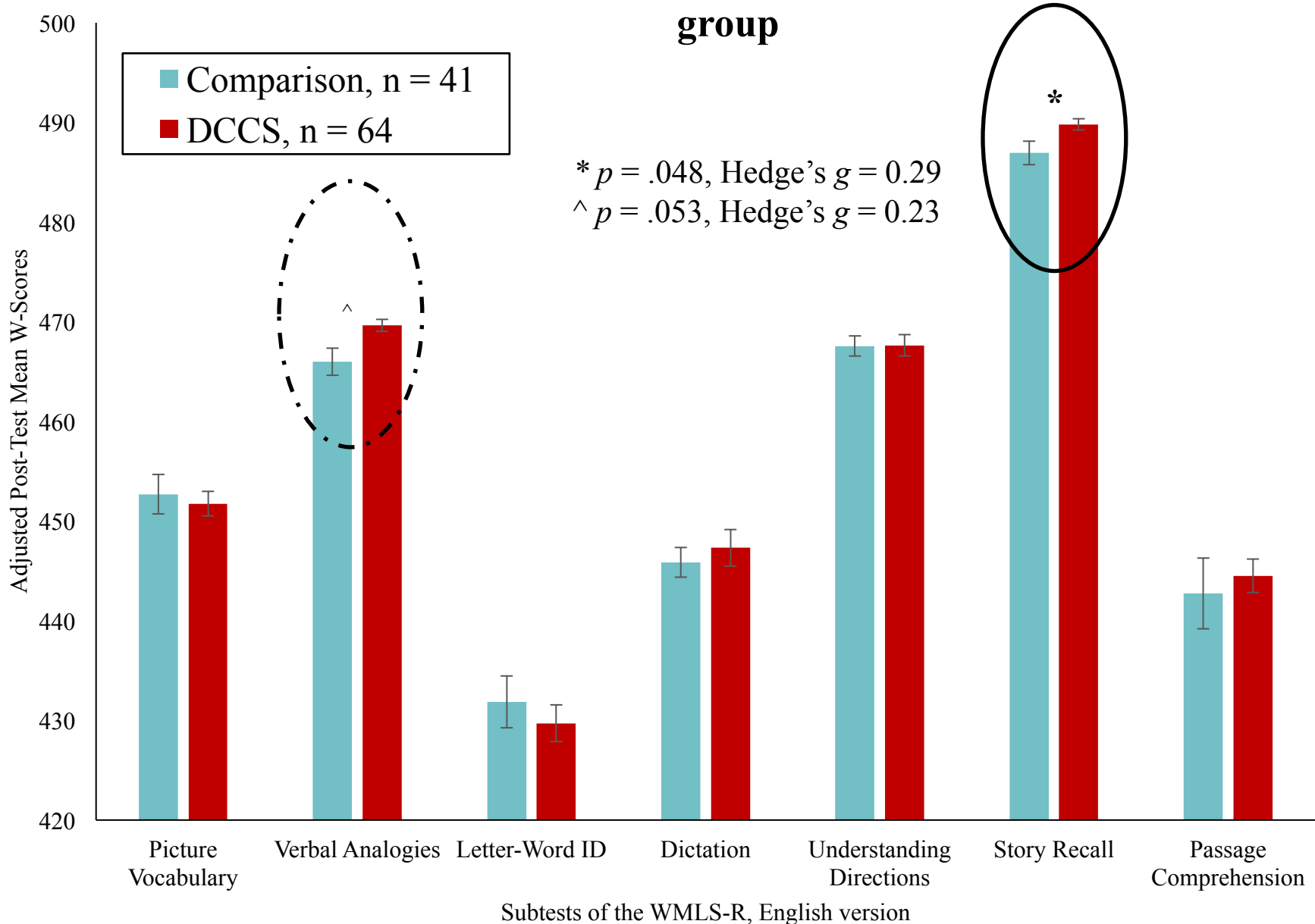
- Randomized control trial with schools matched on the percentage of FRPL
- 12 elementary schools
- 45 teachers – 15 ESL teachers and 30 classroom teachers
- 107 students in kindergarten through 2nd grade
- Teams randomly assigned to DCCS or waitlist control group



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



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.

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