EVALUATING THE IMPACT OF A CANVAS TRAINING MODULE ON TEACHER KNOWLEDGE OF INSTRUCTIONAL PRACTICES

LTEC690
Spring 2016
Seamus Puette
Familiarity with English Language Learners (ELLs)?

How would you rate your familiarity with ELL instructional practices?

a) Very familiar
b) Moderately familiar
c) Somewhat familiar
d) Not at all familiar
Rationale for the Project

Why is ELL Instruction such an important topic for educators today?
The Legal Basis for ELL Instruction


- A Chinese-American student with limited proficiency in English sued school for lack of education
- US Dept. of Ed created the “Lau Remedies”
  - Specified the proper approaches, methods and procedures for ELL instruction

**Equal Educational Opportunities Act of 1974 (EEOA)**

- Exhorts states to avoid:
  - “the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs”
ELL National Laws

No Child Left Behind (2001)
- Required Limited English Proficient (LEP) students be placed in “language instruction education programs”
  - Must teach English proficiency
  - Must also teach academic content

Every Student Succeeds Act (2015)
- Replaces NCLB
  - Uses multiple measures beyond standardized tests
  - Increased state accountability for ELLs
  - Looks at ELLs and LT-ELLs
  - Newcomers excluded from assessments
ELLs in Hawaii Schools

- Standard schools
  - Require all educators to have **6 credits** in ELL/Multicultural education

- Inclusion schools
  - Require **12 credits** in ELL/Multicultural education

- Target public high school (Inclusion)
  - A large, urban public high school in Hawaii
  - ~250 ELL students (~16% of students)
  - Only **17%** of over 100 educators had 12 credits (2015)
Project Development

How can I deliver the needed Professional Development effectively and efficiently?
An Online Learning Module

- Nearly **100 instructors** in need of professional development (PD)
  - use of a face-to-face training session = problematic.

- **Asynchronous PD**
  - greatly advantageous
    - Less time
    - Less personnel.
Using Constructivist Ideas

Constructivism

- Humans create knowledge and meaning
  via interacting with the world and their ideas about the world.
- When you **learn by doing**
  - internalize knowledge more
  - enhance long-term recall and mastery.

Use in the Learning Module

- Participants tasked with working with their own subject area standards
- Use those standards in exercises
  - Learn to appropriately scaffold and differentiate for ELLs
  - Relevant to own practice
Employing CASA Design Model

Content
- Content is presented
  - Presentation
  - Video
  - Reading

Asynchronous
- Participants asked to reflect/comment
  - Discussion board posting
  - Respond to others

Synchronous
- Participants are gathered (f2f or online)
  - tasked with collaborative assignment

Assessment
- Summative assessment
  - Learning gain
  - Change in affective belief
Finding the Right Delivery Method

- Open source
  - Canvas
  - Moodle
- Cloud-based
  - Google Classroom
- Proprietary
  - Blackboard
  - Edmodo
  - Engrade

Canvas was chosen as the course LMS
- It’s free
- The designer had familiarity with it
- It has a superior quiz creator
- It integrates well with Google Apps for Education
Adapting the Instructional Materials

- ELL instructional PD materials already available
- Adapting existing materials to online-accessible formats was prime concern
- Google Apps for Education (GAFE) were chosen
  - Ease of access, Free, Collaboration, Storage capacity, etc.
Creating Presentations

**Prezi** really stood out for its dynamic feel
- Attention getting
- Maintain focus
- Great templates
- Free
- Ease of creation
- Easy to embed
- Accessible (audio voice-over possible)
Project Description

What will I be asking my participants to do?
Canvas-Hosted Course

- Consists of 5 Modules
  1 – Introduction
    - Course consent
  2 – What is WIDA?
    - Explaining the WIDA
  3 – Scaffolding
    - How to scaffold
  4 – Differentiation
    - How to differentiate
  5 – Course Evaluation
    - How was the course?
Module 1 – Course Introduction

1.1 - Course Consent Form

To participate in this research, you must read and agree to the consent form below:

http://goo.gl/forms/Uj5blIISLWT

To complete the consent form, open the Google Form in the link above, complete and submit it.
Module 1 – Course Introduction

1.2 - Common Course Vocabulary

Course Vocabulary

Please review these vocabulary terms prior to proceeding, as they will be used often throughout the course of the modules.

- **Differentiation**
  - Providing different instruction and requiring different assessments based on learner capabilities.

- **ELL** - English language learners
  - A student who is still in the process of learning the English language at grade level.
  - This often refers to learners whose second (or third, or more) language is English, but it may also refer to learners whose first language is English.

- **ELD** - English language development
  - A measure of the level of English mastery that an ELL student has acquired.
  - In the WIDA system ranges from 1.0 to 6.0
  - Not a grade-level equivalency number

- **ESOL** - English for speakers of other languages
  - Less commonly used these days as some ELLs do not speak "other languages."

- **L1** - The learner's first language (typically non-English)

- **L2** - The learner's second language (typically English)

- **Scaffolding**
  - Breaking instructional goals down into a series of steps designed to take learners from their current skill level to the

- **TESOL** - Teaching English for speakers of other languages
Instruction for ELLs: Scaffolding & Differentiation - Pre-Survey

1. Which best identifies your subject area of instruction?
   - Elective course
   - Language arts
   - Math
   - Science
   - Social studies
   - Other: [ ]

2. How long have you been an educator?
   - Less than 5 years
   - 5 years or longer
Module 2 – WIDA Introduction

WIDA Prezi presentation
Canvas quiz on the WIDA information

Understanding the WIDA ELD system
Module 2 – WIDA Introduction

WIDA Prezi presentation
Canvas quiz on the WIDA information
Module 3 – ELL Scaffolding

- Scaffolding Prezi presentation
- Canvas quiz on Scaffolding for ELLs
- Bulletin board posting
- Google Hangout session
- Assessment
Module 3 – ELL Scaffolding

Scaffolding Prezi presentation
Canvas quiz on Scaffolding for ELLs
Bulletin board posting
Google Hangout session
Assessment

3.3 - Scaffolding Mini-quiz

Started: Oct 23, 2015 at 5:20pm
Quiz Instructions

1. How should teachers scaffold their lesson plans to appropriately meet the needs of all their students?
   - By providing them student-appropriate resources they need to complete their assignments.
   - By breaking down the learning goal into appropriately leveled steps to guide students from their current skill level to the desired goal.
   - By pairing them with a partner who is more skilled in English that they can turn to for assistance.
   - Scaffolding prevents learning because it "dumbs down" the content and should be avoided

2. Question 2

Questions

1. Question 1
2. Question 2
3. Question 3
4. Question 4
5. Question 5
6. Question 6
7. Question 7
8. Question 8

Time Elapsed: Hide
3 Months, 2 Hours, 10 Minutes, 38 Seconds
Module 3 – ELL Scaffolding

Scaffolding
Prezi presentation
Canvas quiz
on Scaffolding for ELLs
Bulletin board posting
Google Hangout session
Assessment

3.4 - Scaffolding Discussion Post
Seamus Puette
Oct 4, 2015 at 7:36pm

Home
Announcements
Modules
Quizzes
Discussions
Assignments
Conferences
Collaborations
Syllabus
Pages
Grades
People
Files
Outcomes
Attendance
Settings

Search entries or author
Unread

Part 1: (due TBD) Please respond to the following prompt with a thoughtful 2-3 paragraph post.

"Teachers are so often presented with new educational fads and fly-by-night solutions every school year that it can become difficult to separate the wheat from the chaff. Explain why you think the strategy of scaffolding is more wheat than chaff."

Part 2: (due TBD+3 days) Please reply to at least one other responder's post in three short paragraphs using the following format:

○ I Heard - reiterate what you heard the other person saying in their post
○ I Noticed - detail what aspects of their post you felt were exceptional
Module 3 – ELL Scaffolding

3.5 - Scaffolding Synchronous Session

- **Learning Goal**
  - We will reflect and share our insights into and experience with scaffolding and differentiation use in lesson planning.

- **Agenda**
  - **Opening/Bell Work** (first 10-15 minutes)
    - Think/Pair/Share
    - Have the teachers free write for 3 minutes on the following prompt.
    - “What does appropriate scaffolding and differentiation in a lesson look like?”
    - Inform the teachers that they will be sharing these thoughts with a partner
  - **Pair** (3-4 mins)
    - Have the teachers pair off with a partner (or two if odd #s)
    - Each person will share his or her thoughts on the prompt.
    - Inform the teachers that they will be asked to report to the group what their partner said
  - **Share** (4-7 mins)
    - Ask each teacher what their partner said
    - Call on other pairs to respond to each statement.
  - **Reflection Charts: Scaffolding & Differentiation** (~25 minutes)
    - Have the pairs combine to make quartets (leave any triads as they are)
    - Distribute the following to each quartet
      - A piece of chart paper and pens
      - A copy of the “Reflection Charts: Instructions” worksheet
Module 3 – ELL Scaffolding

Differentiating Instructional Supports for ELL Students

MHS ELL-01
Module 4 - Assignment

Learning Goal: We will gain mastery of differentiating Instructional Supports based on the ELD levels of our students.

Instructions: Create a copy of this Google Doc, change the “Lastname, Firstname” in the Doc name to your own, complete the work and then submit the “Share” link to the assignment on the Canvas LMS.

Part A: Creating Language Objectives

First, RECALL the Content Objective you chose to work with in the Module 3 assignment:

Second, CHOOSE the Performance Media that your students will use to demonstrate success with your chosen Content Objective. This is what you will be focusing on.
Module 4 – ELL Differentiation

- Differentiation Prezi presentation
- Canvas quiz on differentiation for ELLs
- Bulletin board posting
- Google Hangout session
- Assessment

*Differentiation in Instruction*
Instruction for ELLs
Module 4 – ELL Differentiation

Differentiation
Prezi presentation
Canvas quiz on differentiation for ELLs
Bulletin board posting
Google Hangout session
Assessment
Module 4 – ELL Differentiation

Differentiation
Prezi presentation
Canvas quiz on differentiation for ELLs
Bulletin board posting
Google Hangout session
Assessment
Module 4 – ELL Differentiation

Differentiation Prezi presentation
Canvas quiz on differentiation for ELLs
Bulletin board posting
Google Hangout session
Assessment

4.5 - Differentiation Synchronous Session

- Learning Goal:
  - We will demonstrate our ability to scaffold lesson plans and differentiate lesson activities for our ELL students.
- Agenda
  - Opening/Bell Work (first 5-10 minutes)
    - Prior Knowledge Activation
    - Ask participants to reform the quartets they had in the prior PLC
    - Distribute the following to the quartets
      - Their completed/uncompleted worksheets from the prior PLC
      - A class roster packet (matching the letter to their worksheet)
    - Ask the participants to complete their worksheets or reflect on and refine them if they are already complete.
    - If everyone is done and time permits, go over any of questions from last sessions’ GSL
  - Assessment: Scaffolding & Differentiation Presentation preparation, Part 2 (~25-30 minutes)
    - Give the quartet roughly 30 minutes to complete their chart-paper presentations.
    - Collect the class roster packets at the end of the preparation time.
  - Assessment: S&D Presentations (~25-30 minutes)
    - Distribute the “Presentation Viewer” worksheet
    - Each quartet will then take turns presenting their chart-paper to the rest of the class
    - During the presentations, the others will be completing their “Presentation Viewer” worksheets
    - Collect the presentation charts in a roll and label the roll with title, date and PLC period number
    - Collect the “Presentation Viewer” and “Scaffolding & Differentiation Presentation Instructions” worksheets into separate stacks, and label the stacks with date, and PLC period number.
Module 4 – ELL Differentiation

Differentiation
- Prezi presentation
- Canvas quiz on differentiation for ELLs
- Bulletin board posting
- Google Hangout session
- Assessment

4.6 - Differentiation Assessment

Learning Goal
- We will gain mastery of differentiating Instructional Supports based on the ELD levels of our students.

Instructions
- Complete this assignment as a Google Doc and upload the document's URL to submit.

Part B: Differentiating Instructional Supports
- Use the Content Objective you created in the previous Module

<table>
<thead>
<tr>
<th>Points</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitting</td>
<td>a website url</td>
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<table>
<thead>
<tr>
<th>Due</th>
<th>For</th>
<th>Available from</th>
<th>Until</th>
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<td>Everyone</td>
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</table>
Module 5 – Course Evaluation

Post-course survey
Course effectiveness survey
Additional materials

Instruction for ELLs: Scaffolding & Differentiation - Post-Survey

1. Which best identifies your subject area of instruction?
   - Elective course
   - Language arts
   - Math
   - Science
   - Social studies
   - Other: [ ]

2. How long have you been an educator?
   - Less than 5 years
   - 5 years or longer
Module 5 – Course Evaluation

Post-course survey
Course effectiveness survey
Additional materials

Instruction for ELLs: Scaffolding & Differentiation - Module Effectiveness Survey

1. How effective do you feel this Professional Development course was at improving your knowledge of ELL instruction?
   - Not at all effective
   - Somewhat effective
   - Moderately effective
   - Very effective
   - Extremely effective

2. How would you rate the ease of use of the Canvas Learning Management System as a host site for this course?
   - Very difficult to use
Module 5 – Course Evaluation

Post-course survey
Course effectiveness survey
Additional materials

5.3 - Course Completion

Course Completion!

Congratulations! You have successfully completed the Instruction for ELLs: Scaffold and Differentiation professional development online course. We hope that the course has made you more confident in your ability to provide quality appropriate instruction for your ELL students.

Remember that you have a wealth of resources that you can draw upon, both within this course and from your peers at school. If you ever feel like you need assistance, do not hesitate to contact someone. Likely avenues of assistance are:

- Your ELL Coordinator (currently Seamus Puette)
- Your Department Chair
- Your fellow Department members
- Your Curriculum Coordinator (currently Matthew Johnson)
- Your Administrator (depends on your EES assignment)

Creating quality appropriate instruction for ELL students is a challenging task. Hopefully this PD has helped make that task more manageable.

For further exploration into the topic of ELL instruction, please peruse the following links at your leisure.

- [http://www.colorincolorado.org/](http://www.colorincolorado.org/)
- [https://www.mydigitalchalkboard.org/portals/default/Content/Viewer/Content?action=2&scid=100051&scid=1405](https://www.mydigitalchalkboard.org/portals/default/Content/Viewer/Content?action=2&scid=100051&scid=1405)
- [http://web.stanford.edu/~hakuta/www/LAU/LAngLit/NaturalApproach.htm](http://web.stanford.edu/~hakuta/www/LAU/LAngLit/NaturalApproach.htm)
- [https://en.wikipedia.org/wiki/Natural_approach](https://en.wikipedia.org/wiki/Natural_approach)
- [https://www.wida.us/](https://www.wida.us/)
- [http://www.newgeneralservicelist.org/](http://www.newgeneralservicelist.org/)
Obstacles and Challenges

What things proved to be difficult?
Almost all of the basic materials used in this online course were preexisting.

None of them were designed with online users in mind.

All needed to be redone as GAFE documents.
Aligning Surveys to Questions

- After creating the initial versions of all 3 surveys (pre, post, effectiveness) I noticed that many of the questions did not align to the initial research questions.
- All surveys had to be redone, almost from scratch.

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FAILURE IS ONLY THE OPPORTUNITY TO BEGIN AGAIN, ONLY THIS TIME MORE WISELY. - Henry Ford
Successes

What things were done well?
The Choice of Canvas

- Canvas proved to be an excellent LMS choice
  - Embedded quizzes can be created with “just-in-time” feedback responses
  - Discussion board mechanics were excellent

- Integration with GAFE documents was essentially seamless
Google Apps for Education

- GAFE documents are extremely useful and effective for online collaboration and education
  - Sharing documents
  - Adding comments
  - Submitting documents for grading
Critical Friends

- Probably the most effective tool for this course, my critical friends saved me time and again from making mistakes, both big and small.

- Always helps to have second (and third) opinion!

- **Critical Friends**
  - See your strengths
  - Want to help
  - Move you forward
  - Can change your mind.
  - Can make you smile
Lessons Learned

What would I do differently next time?
Backwards Design

- Working backwards from my research questions instead of forging ahead without regard to them would have saved me quite a bit of time.

- Aligning the entire project to the research questions is highly advisable. Don’t deviate!
Time Management

- Dividing tasks into manageable chunks helped a great deal.
- Certain chunks should have been allocated more time:
  - Presentations
  - Surveys
  - Canvas pages
Any questions that I might be able to answer for you?