APPLYING THE 6 PRINCIPLES FOR EXEMPLARY TEACHING OF ENGLISH LEARNERS®

Presenters: Deborah Short, Andrea Hellman, Linda New Levine, Beth Amaral, Helene Becker

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Are You Familiar With The 6 Principles?

Writing Team:
Helene Becker, Nancy Cloud, Andrea Hellman, Linda New Levine, & Deborah Short

Foreword: Jim Cummins

Contributors:
Sherry Blok, Christel Broady, Ximena Uribe-Zarain, & Karen Woodson

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Session Agenda

1. The 6 Principles® Overview
2. Reflecting on The 6 Principles’® Implementation
3. Using The 6 Principles® for Teacher Development
4. Using the 6 Principles® for Paraeducator Development
5. Using The 6 Principles® to Observe and Coach Teachers
1. Know your learners.
2. Create conditions for language learning.
3. Design high-quality lessons for language development.
4. Adapt lesson delivery as needed.
5. Monitor and assess student language development.
6. Engage and collaborate within a community of practice.
P1: Know your learners
P2: Create conditions for language learning
P3: Design high-quality language lessons
P4: Adapt lesson delivery as needed
P5: Monitor and assess language development
P6: Engage and collaborate within a community of practice
Why Did TESOL Develop the 6 Principles?

- English is the most popular new language to learn worldwide.
- We need a common understanding of second language learning theory and effective instructional and assessment design.
- TESOL wants educators to rely on contemporary research on pedagogy and second language acquisition to make informed decisions about the teaching and learning process.
- The 6 Principles promote exemplary teaching in all settings with English learners.

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“Knowledge of more than one language and culture is advantageous for all students.”
In TESOL’s Vision

• All educational personnel
  ✓ respect, affirm, and promote students’ home languages and cultural knowledge and experiences as resources;
  ✓ celebrate multilingualism and diversity;
  ✓ support policies that promote individual language rights and multicultural education;
  ✓ help prepare students to be global citizens.
In TESOL’s Vision

• TESOL professionals are recognized as specialists with accurate knowledge, skills, and dispositions for providing high-quality English language teaching.

• TESOL professionals are valued by colleagues and other educators for their expertise and consulted in instructional, programming, and policy decision-making.
In TESOL’s Vision

• Curricula for English learners are rigorous, relevant, and designed and delivered with second language learning in mind.

• Policies, programs, and practices are based on current research and accurate information.

• All educational personnel assume responsibility for the education of English learners.
Reflecting on The 6 Principles’® Implementation
Gallery Walk

• Consider the chart papers around the room: Getting Started, Topics for 1-2 hr Workshop, How to Sustain The 6Ps, School Improvement Practices, and Coaching Teachers

• At the signal, walk around and record any questions or tips you have.

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Using The 6 Principles® for Teacher Development
1. Plan initial professional development with a focus on each principle.

2. Give teachers a chance to apply the principle in their contexts.
**Principle 1: Know your learners**

**Practice 1 A – Teachers gain information about their learners**

- Conduct intake protocols
- Collect & review linguistic & educational background information
- Conduct a needs assessment
- Organize and share information with others
## Important Characteristics to Know About English Learners

<table>
<thead>
<tr>
<th>Access to supportive resources</th>
<th>Educational background</th>
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<tbody>
<tr>
<td>Home language</td>
<td>Socio-emotional background</td>
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<tr>
<td>Cultural background</td>
<td>Learning preferences</td>
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<tr>
<td>Level of proficiency</td>
<td>Cultural knowledge</td>
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<tr>
<td>Life experiences</td>
<td>Interests</td>
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<tr>
<td>Home language literacy level</td>
<td>Gifts and talents</td>
</tr>
<tr>
<td>Home language oral proficiency</td>
<td>Life goals</td>
</tr>
<tr>
<td>Special needs</td>
<td>Sociopolitical context of home country</td>
</tr>
</tbody>
</table>
Principle 1: *Know your learners*

**Technique: Line Up**

- Volunteers will line up in two facing lines in front of the room.
- Ask your Line Up partner a question on your card. Listen to the response.
- Your partner asks you a question. You respond.
- When directed, one line moves down one person and new partners ask questions.
Principle 2: Create conditions for language learning

Practice 2C – Teachers plan instruction to enhance and support students’ motivation for language learning.

• Prompt students to make connections from the learning to their lives.
• Build a repertoire of enjoyable learning tasks.
• Focus on a well defined project with a future outcome
• Expect student ownership and support student engagement with learning
Principle 2: *Create conditions for language learning*

**Technique: Stand and Deliver**

- Pair with another person. Assign yourself roles as A and B.
- Listen to the question.
- A begins to talk. B listens.
- Next, B talks. A listens.
- Stop talking when time is called.
Principle 5: Monitor and assess student language development

Practice 5C – Teachers design varied and valid assessments and supports to assess student learning.

- Classroom based assessment
- Fair, reliable and valid assessment
- A variety of assessment types
- Formative and summative
Principle 5: Monitor and assess student language development

Technique: Rubrics

- Rubrics are prepared and distributed to students prior to beginning a content learning unit or project.
- Rubrics list the specific criteria that will be used to evaluate a product or presentation.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to organize a short science report using the</td>
<td>- Has four or more appropriate sequencing words.</td>
<td>- Has three or more sequencing words</td>
<td>- Has one or two sequencing words</td>
<td>- No use of sequencing words or basic transitional words or expressions</td>
</tr>
<tr>
<td>appropriate sequencing words or transitional expressions</td>
<td>- Consistently uses transitional words or expressions where needed</td>
<td>- Often uses transitional words/phrases where needed</td>
<td>- Sometimes uses transitional words or expressions where needed</td>
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<tr>
<td></td>
<td>- No inappropriate use of either</td>
<td>- May have an inappropriate use of either</td>
<td>- May have several inappropriate uses of either</td>
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</table>

**Julio’s Report on Science Experiment**

1. Purpose

2. Procedure

3. Results
Using the 6 Principles® for Paraeducator Development

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QUICK GUIDE FOR PARAEDUCATORS

THE ROLE OF PARAEDUCATORS IN THE EDUCATION OF ENGLISH LEARNERS

In most K-12 educational settings, English learners spend only part of their day with their English language teacher, but spend many hours with grade-level teachers (at the elementary level) or content teachers (at the secondary level). If you are a paraeducator, you may be entrusted to support learners in their grade-level and content-area classes or provide additional support in small group settings. Being in direct contact with the learners, you may take on a variety of roles, such as teacher, translator/interpreter, counselor, and advocate for the students.

As a vital part of the community of educators that assumes responsibility for the education of English learners, your effectiveness can be enhanced by professional development. This guide is designed as a quick professional development tool so that you, in your critical role supporting English learners, can be informed of the latest thinking in the field of English teaching.

WHY ARE THE 6 PRINCIPLES USEFUL FOR PARAEDUCATORS?

The 6 Principles were originally designed for teachers, but their value for paraeducators is clear. Paraeducators who work with English learners will be more effective if they are well versed in the best practices in the TESOL field. When you know your students and what conditions help them learn a new language, you can aid in the delivery and support of high-quality lessons for language content development and adapt instruction as needed. You can also assist in monitoring and assessing students’ language development and academic achievement. Working with colleagues, you can create a welcoming and inclusive school for your students and their families.

WHAT ARE THE 6 PRINCIPLES?

The 6 Principles are a core set of principles for the exemplary teaching and learning of English as a new language. They are universal guidelines drawn from decades of research in language pedagogy and language acquisition theory.

The 6 Principles are targets for teaching excellence and should be the foundation for any program of English language instruction. As a paraeducator, you should use these guidelines when working with English learners so that all students can participate meaningfully and equally in educational programs:

1. Know your learners.
2. Create conditions for language learning.
3. Design high-quality lessons for language development.
4. Adapt lesson delivery as needed.
5. Monitor and assess student language development.
6. Engage and collaborate within a community of practice.

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The Roles of Paraeducators

- Teacher
- Translator/Interpreter
- Counselor
- Advocate
Why Are The 6Ps Important for Paraeducators?

• While the 6 Principles were designed mainly for teachers, because of the vital role paraeducators play, it is in the best interest of our ELs that all paraeducators be well versed in the best practices of the TESOL field.

• Paraeducators can use the 6 Principles when working with ELs so that ALL students can participate meaningfully and equally.
What’s in the Quick Guide?

An Overview of Each Principle

Tips for Paraeducators:

PRINCIPLE 1
KNOW YOUR LEARNERS
Learning about your students is time well spent. Because English learners are a diverse group, learning about their cultures helps you more easily form relationships with them.

Tips for Paraeducators:
- Ask to be included:
  - Many schools have procedures in place to inform teachers of English learners about basic information, such as home country, home language, English proficiency level, and educational background. Ask the English language teacher about the procedures in place to identify and place English learners in school programs.
  - Request inclusion on emails or meetings that occur when an English learner is newly arrived to the school and/or district.
- Build relationships:
  - As a paraeducator, you often spend a good portion of the school day in direct contact with students. Get to know the students and share new information you learn about them (e.g., interests, family composition) with classroom teachers.

PRINCIPLE 2
CREATE CONDITIONS FOR LANGUAGE LEARNING
When students are anxious, it is hard to learn. English learners may be anxious about starting school in the United States or may have stressful living situations.

You can help students feel more comfortable by creating a classroom culture that will ensure they feel safe and welcome in school.

Tips for Paraeducators:
- Promote a positive and organized classroom
  - Show new students around the building and find them a “buddy” to help reduce anxiety.
  - Ensure new students feel welcome and a sense of belonging simply with a smile and greeting.
  - Ensure that students have the materials they need to participate in a lesson and that they know where to sit, what page to be on, and what behaviors are expected.
  - Provide access to bilingual dictionaries and thesauruses.
  - Review the students’ schedules in the morning.
  - Help them learn regular classroom routines and instructional activities so they can participate more.

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  - Review the students’ schedules in the morning.
  - Help them learn regular classroom routines and instructional activities so they can participate more easily—especially if they arrive after the start of the year.
What Else Is in the Quick Guide?

Who is an English Learner?

Is the student an English learner?
- “I don’t think so, Mom speaks English.”
- “He shouldn’t be. We can understand each other without any trouble.”
- “No, he was born in the U.S.”
- “Of course. Her first language is Mandarin, and she rarely speaks in class.”
- “He must be. He speaks English with a strong accent.”

Responses like these indicate that many educators rely on casual interpretations of what it means to be an English learner. Most English learners in K–12 settings were born in the United States. Speaking with an accent or being silent in class is not a reliable indicator of English learner status. Often, parents and children are proficient in several languages, and sometimes the current caregivers are not the persons who raised the student. Federal law formally defines an English learner as a student who has not yet reached the level of English language proficiency that the State has defined as sufficient to succeed academically in the curriculum. Being an English learner is a temporary condition, but it takes time to become proficient. States measure the students’ growth in English each year.
What Else Is in the Quick Guide?

Descriptions of social language and academic language

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<tr>
<th>SOCIAL LANGUAGE</th>
<th>ACADEMIC LANGUAGE</th>
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<tr>
<td>Language on the playground, school bus, hallway, or over on the phone.</td>
<td>Language used in classrooms to read, write, speak about, and listen to content-area topics. It requires a broad knowledge of vocabulary, sentence structures, language functions, and genres.</td>
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<tr>
<td>Requires mainly listening and speaking skills.</td>
<td>Requires listening, speaking, reading, and writing skills that are used to compare, classify, cite evidence, synthesize, evaluate, and infer.</td>
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Visit the 6 Principles website for more insight.

www.the6principles.org
WAYS TO INCREASE STUDENT UNDERSTANDING

Comprehensible input is a communication practice such that a message can be understood by learners, usually with supports, even if they do not understand every word. Whether oral or written, comprehensible input helps English learners process information and construct meaning. Here are some ways that you can provide supports needed to increase comprehension.

- Encourage students to maintain a personal dictionary
- Use visual aids:
  - maps
  - charts/graphs
  - graphic organizers
  - drawings/photos
  - physical objects
  - video clips
- Highlight or bold important text
- Create sentence frames
- Encourage use of bilingual and/or picture dictionaries
- Use alternative or modified texts
- Use graphic organizers

Other guidance discusses ways to modify oral language and use social supports.
Principle 6: Engage and Collaborate Within a Community of Practice

Use the *6 Principles Quick Guide for Paraeducators* as a tool for launching or supplementing professional development for paraeducators.

Idea #1: **Pre-Test with a Partner**—activates prior knowledge of participants and builds curiosity regarding second language learning.

Idea #2: **Scavenger Hunt**—participants dig deeper into the Quick Guide for Paraeducators to learn more about specific practices that you would like to highlight.
## Pre-Test with a Partner

**Directions:** Read each statement with your partner, indicate whether you think the statement is true, false or you don’t know. Be ready to defend your thinking.

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<tr>
<th>Statement</th>
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<tr>
<td>Students born in the U.S. are not English learners.</td>
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<tr>
<td>A good way to determine English proficiency is to observe students during lunch and recess.</td>
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<td>Cognates are words that are similar across languages.</td>
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<tr>
<td>Home language literacy skills contribute to English language learning.</td>
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<tr>
<td>If students are struggling in class you should just give them the answer so they don’t get frustrated.</td>
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Scavenger Hunt

Directions: Look through The 6 Principles Quick Guide for Paraeducators to find the answers to the following clues:

1. Find a way to promote a positive and organized classroom. __________________
2. Find a way to keep students motivated. __________________
3. Find a condition that MUST be present for second language to occur. __________________
4. Find the formal definition of an English learner. __________________
5. Find the reason why small groups are more appropriate settings for language practice than whole class discussion. __________________
Principle 6: Engage and Collaborate Within a Community of Practice

Idea #3: Help paraeducators create a Community of Practice.

- Start a Professional Learning Community (PLC) of paraeducators in the school or district—(e.g., common time or Google Classroom)
- Invite paraeducators to meet with you regularly about best practices and discuss student issues—(e.g., “working lunch”, emails, shared document).
- Use virtual space to share resources for paraeducators (e.g., Padlet, Google Sites)
Using The 6 Principles® to Observe and Coach Teachers
• Show a video clip of classroom instruction appropriate to your context.
• Use the Notecatcher to record issues and/or suggestions related to each principle.
• Share your responses with a partner.
The 6 Principles for Exemplary Teaching of English Learners: Grades K-12

**Notecatcher:** Note the issues and give suggestions to the teacher based on The 6 Principles.

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Question & Answer Period
New Resource

Available at the TESOL Bookstore

www.the6principles.org
New Resource

Available at the TESOL Bookstore

www.the6principles.org
Coming Soon!

Fall 2019

www.the6principles.org
Want to Learn More About The 6 Principles?

• Go to www.the6principles.org

• Attend the 6Ps session Saturday at the PreK-12 Day

• Go to the TESOL Bookstore for the books and quick guides www.tesol.org/bookstore/

• Watch the archived virtual webinar: “The 6 Principles for English Learner Success”
Thank You!

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