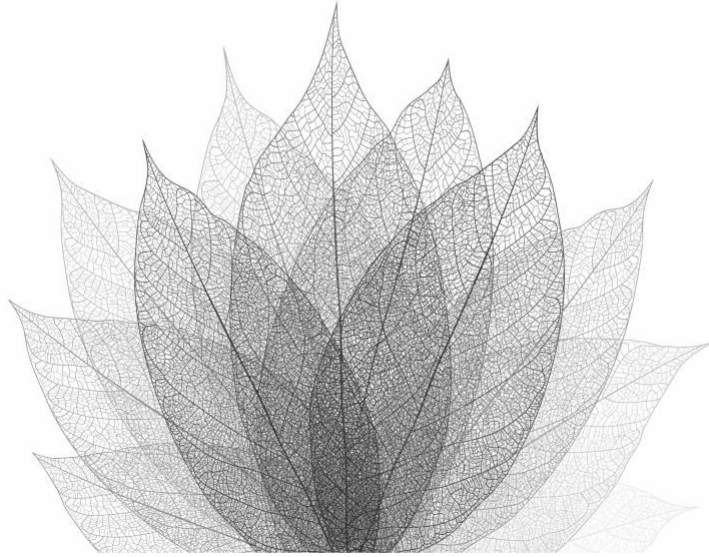# Rigor: The Nexus of Adult ESOL Instruction, and Professional Development

Our Goals:
To experience, analyze, and adapt
PD learning tasks on topics associated with
effective adult ESOL instruction.

CASAS Summer Institute
Orange County
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Facilitated by Jayme Adelson-Goldstein, Lori Howard and Sylvia Ramirez

ABOUT THE FACILITATORS

Jayme Adelson-Goldstein is a teacher educator, author and curriculum consultant. As Lighthearted Learning, she works with various district, state and federal agencies on technical assistance and teacher education projects and is a frequent presenter at international, national and state conferences.
She is the co-author of the Oxford Picture Dictionary, Read and Reflect and series director of Step Forward.
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Lori Howard is an ESL consultant, teacher educator and author of reading textbooks for adult ESL learners including the Read All About It and the Read and Reflect series. She is also AEFLA/WIOA II Program Specialist Coordinator for CASAS and a frequent presenter at state and international conferences.
Her many years of experience in the field includes teaching ESL, administering ESL programs and being a TV/Video teacher on the Los Angeles Unified School District's Learning English Series.
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Sylvia G. Ramirez is a Professor Emeritus at MiraCosta College, a teacher educator, writer, consultant and the recipient of the Hayward Award for excellence in education, honoring her teaching and professional activities. She is a co-author of *Ventures* from Cambridge University Press.
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ABOUT THE RESOURCES
A list of references and resources as well as the slides and PD materials from the session are available in a Google Folder at the link above. http://bit.ly/2019PDResources

PROVIDING FEEDBACK
Please go to this link to for the session evaluation and to ask follow-up questions:
http://bit.ly/nexus-rigor-PD_Eval

TASK 2: Read about Rigor and Recognize Rigorous Professional Development Tasks

Overview:

A.   Form teams

B.   Assign roles (see below)

C.   Read the definition of rigor.

D.   Evaluate and rank the list of professional development activities..

E.   Prepare, rehearse, and deliver a concise professional, 2-minute report on your team's work

Role Chart

ROLE	NAME
Administrative Assistant	
Supervisor	
Manager	
Quality control	
Assistant Manager	

One Point Rubric

One Point Rubric	MEETS CRITERIA	Things We Did Well:	Areas That Need Work:
COLLABORATION: (Employability Skills) Participation	**Each person in the team comments at least twice**		
CONTENT: (Training Skills) Ranking Rigor in PD	**All team members collaborate, evaluate and rank list of PD activities**.		
DISCOURSE: (Academic skills) Express Agreement or Disagreement	**Team members use academic/professional language exclusively.** *I see your point.* *True, because __ collates with_____.* *I respectfully disagree.*		

A. Read this definition of Rigor from *The Glossary of Educational Reform*.

The term rigor is widely used by educators to describe instruction, schoolwork, learning experiences, and educational expectations that are academically, intellectually, and personally challenging. Rigorous learning experiences, for example, help students understand knowledge and concepts that are complex, ambiguous or contentious, and they help students acquire skills that can be applied in a variety of educational, career and civic contexts throughout their lives. In education, rigor, is commonly applied to lessons that encourage students to question their assumptions and think deeply, rather than to lessons that merely demand memorization and information recall.

B. Reflect on these questions, then work with your team to respond.

1. According to the definition of rigor, what are two ways rigorous learning benefit students? Underline them in the text.
2. Based on definition of rigor and your experience, what is the value of increased rigor in PD activities?

C. Consider each of the 5 professional development activities in the chart below.

- **Work together to determine the level of rigor for each.**
- **Use academic language to agree or disagree with your colleagues.**
- **Cite evidence for your rankings.**

*Your rationale makes **sense** because the example above shows…*

I understand your point, however the definition states…

Perhaps we should agree to disagree?

Professional Development Activity	High	Avg.	Low	None
Participants work in small groups and read a problem scenario, select from three possible solutions, and provide the rationale for their selection including possible consequences.				
The facilitator presents a mini-lecture to participants on integrating standards with instruction and gives a multiple-choice quiz to check comprehension.				
Participants work in teams to research strategies for incorporating standards into lessons and present their lessons using google slides and academic language.				
Pairs use an answer key to check their work on an information gap activity about the English Language Proficiency Standards.				
As a warm-up activity, participants "think-pair-share" their opinions on a question related to the workshop topic.				

D. Use the following summary frame to plan your team's report.

Our team found that it was _____to determine the level of rigor in the activity
difficult, easy fun, interesting
examples. We selected _____ as an example of a professional development

activity with a high level of rigor. We based our decision on the following:

TASK 3: ANALYZING A PD TASK FOR RIGOR

- **Read the rigor elements 1–14 and check those that were part of the task you just did.**
- **With a partner, briefly identify the evidence to support your analysis <u>for at least two elements</u> in the chart.**

	Did the task…	✔	**Evidence**
1.	have multiple steps?		
2.	provide an authentic reason to collaborate		
3.	build and expand on participants' funds of knowledge?		
4.	integrate academic vocabulary in the instructions or in the task?		
5.	encourage participant autonomy by requiring the use of planning, organizing and self- management skills?		
6.	require reading (or listening to) level appropriate complex text?		
7.	integrate math skills or mathematical thinking?		
8.	include research or use of reference materials?		
9.	include an opportunity for strategic thinking?((multistep thinking that requires analysis, assessment, and/or synthesis)		
10.	require a demonstration or expression of critical thinking?		
11.	include scaffolds such as academic language frames to support discourse, writing, and reports?		
12.	require a report on task results with evidence to support the results?		
13.	include time to rehearse and refine oral or written work?		
14.	provide time for feedback?		

Adapt TESOL's 6 Principles for Exemplary Teaching to Exemplary PD

A. **In your team of 4, select two of the *6 Principles*.**

• Rename your selected Principles to relate them to PD.
• Brainstorm one strategy to accomplish each PD Principle.

Principles for Exemplary Teaching of English	Principles of Exemplary Professional Development	Strategies to Accomplish the PD Principle	Way(s) to infuse Rigor
1. Know Your Learners	*E.g. Know your participants*	*Survey the group for level taught, educational setting etc.*	*Use the collected data to make inferences*
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			
6. Engage and Collaborate within a Community of Practice			

B. With the whole group
• Identify one way you could infuse rigor as you implement the strategy.

TESOL's 6 Principles for Exemplary Teaching of English Language Learners

Here are the 6 principles for exemplary teaching of English language learners as seen through the lens of adult instruction:

(YELLOW GROUP)

• **Read these questions. Then read the text and underline the answers you find.**
1. According to the text, why is it important to know your learners?
2. Based on what you read, what strategies create a safe learning environment?
3. How do the *Principles* define "high quality lessons"?

Principle 1: Know Your Learners
Teachers can best adapt instruction to meet learners needs when they know their students well. Basic information on learners' families, languages, cultures, work experience and education provides adult educators with a resource for classroom learning, task and project design, and text selection.

Principle 2: Create Conditions for Language Learning
When instructors ensure that the physical environment, classroom materials and social integration of learners creates a safe and welcoming classroom culture they promote language learning. This safe environment along with instructional scaffolds and a variety of instructional approaches support learners as they work towards the high expectations instructors hold for their learners.

Principle 3: Design High-Quality Lessons for Language Development
High-quality lessons evolve from relevant and rigorous language and content learning objectives. Effective instruction integrates authentic language and varied techniques and modalities to make input comprehensible and elicit learner production. High-quality lessons also provide direct instruction and practice with learning strategies and critical thinking tasks.

(GREEN GROUP)

• **Read these questions. Then read the text and underline the answers you find.**
1. According to the text, how can teachers determine the need to adapt the lesson?
2. What kind of monitoring and assessment can be used? Underline 3 examples.
3. Based on what you read, how can instructors achieve growth in their teaching skills?

Principle 4: Adapt Lesson Delivery as Needed
When teachers continually observe and reflect on learner's responses, they can adjust tasks, even on the spur of the moment, to ensure that learners are reaching lesson objectives. Teachers can also change their oral language to simplify an utterance, define terms or provide more wait time as needed to enhance learner comprehension and production.

Principle 5: Monitor and Assess Student Language
Because students learn at different rates, it is important to regularly monitor and assess their language development to ensure efficient learning and measure language growth. Classroom assessments and standardized testing can be used to evaluate student learning and inform instruction. Teachers can take note of errors to provide appropriate feedback in a timely manner. They can also encourage students to self-correct using a variety of strategies.

Principle 6: Engage and Collaborate within a Community of Practice
Reflecting critically on one's own teaching and collaborating with other teachers are two of the best ways to grow in the profession and provide support for learners. Meeting with colleagues in formal or informal settings to share experience and expertise about second language acquisition as well as instructional techniques provides continuous learning and ongoing professional development.
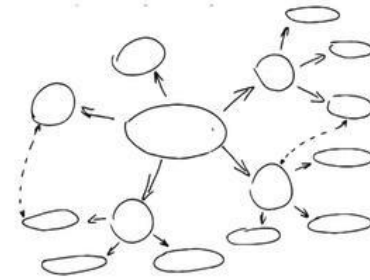
Adapted From: https://www.tesol.org/the-6-principles/

FINAL TASK: CONSOLIDATING OUR KNOWLEDGE

Goal: Collaborate to create a mind map or graphic that
1) represents one or more ways to infuse rigor into professional development, and
2) features the strategies you've experienced and talked about today.

Instructions:

1. **Assign roles**

Name	Role	Duties
	Facilitator	Guide team through task
	Graphic Designer	Help team visualize ideas
	Editor	Check labels or other text for accuracy
	Photographer	Take and send team selfie

2. **Discuss these questions with your teammates.**
   ➢ *Which concepts or ideas from today have had the most impact on you?*
   ➢ *What connections have you made between your professional development practice and what you've done here today?*

3. **Gather your materials.**
   • markers
   • large paper
   • phone camera

4. **Plan a mind map or graphic poster that represents ways to infuse rigor into PD. Include strategies you've experienced and talked about today.**

5. **Finalize the image and write team members' names on the paper.**

6. **Take a team selfie holding your poster and text or email it to the facilitator (see slide for number and email).**

ADULT LEARNING SFAQ*

1. **What are "funds of knowledge" in relation to adult learners.**
   Adult learners enter a classroom with prior knowledge, these funds of knowledge support their work with new concepts.

2. **What are some characteristics of adult learners?**
   autonomous, mature, risk-averse, pragmatic, goal-oriented

3. **What is the difference between a growth mindset and a fixed mindset?**
   A growth mindset recognizes that struggle and failure are steps in the learning process, not the end of it. A fixed mindset believes that once you fail at something you have reached the limits of your ability in that area.

4. **How does providing snacks during PD relate to Maslow's Hierarchy of Needs?**
   The first level of Maslow is physiological needs, and if those aren't met, then the adult will have a more difficult time advancing through the other levels.

5. **True or False: Adult learners are motivated to learn content that is relevant to their needs.**
   True. It's one of Malcolm Knowles 4 Principles of Andragogy.

6. **What is the value of building community with adult learners?**
   When adults have a sense of community and safety, they are more willing to take risks and perceive classroom tasks as less threatening.

7. **What is andragogy?**
   It's the term Malcolm Knowles coined for the science of helping adults learn, v. pedagogy (helping children learn).

8. **True or False: Learner autonomy or self-directed learning is a key element of adult learning.**
   True. Jack Mezirow's research found that, "no concept is more central to what adult education is all about than self-directed learning"

9. **What roles can an instructor take on in a classroom of adult learners?**
   facilitator, guide, coach, mentor, change agent, manager

10. **In lesson design, what does it mean to *start with the end in mind*?**
    To consider the learning outcomes, products or goals the learners need to have achieved by the end of the lesson, and plan how best to help them get there.

*Somewhat frequently asked questions