



NEW TEACHER
CENTER

Professional Learning Series for Early Learning Coaches

Mindsets about Language Learners

Betsy Fox

BFox@newteachercenter.org

Melissa Luc

MLuc@newteachercenter.org

2018 QRIS NATIONAL MEETING

**Sparking Solutions and Sharing
Systems Strategies**
July 16-18 • San Diego, California

Build
INITIATIVE
Strong Foundations For
Our Youngest Children

QRIS
National Learning Network

#2018QRIS

Outcomes

Participants will be able to:

- Debunk myths about language acquisition
- Encourage a strengths-based approach when assessing and responding to students' individual academic, social, and emotional needs
- Use coaching language and questions to support shifts in teacher mindsets

Agenda

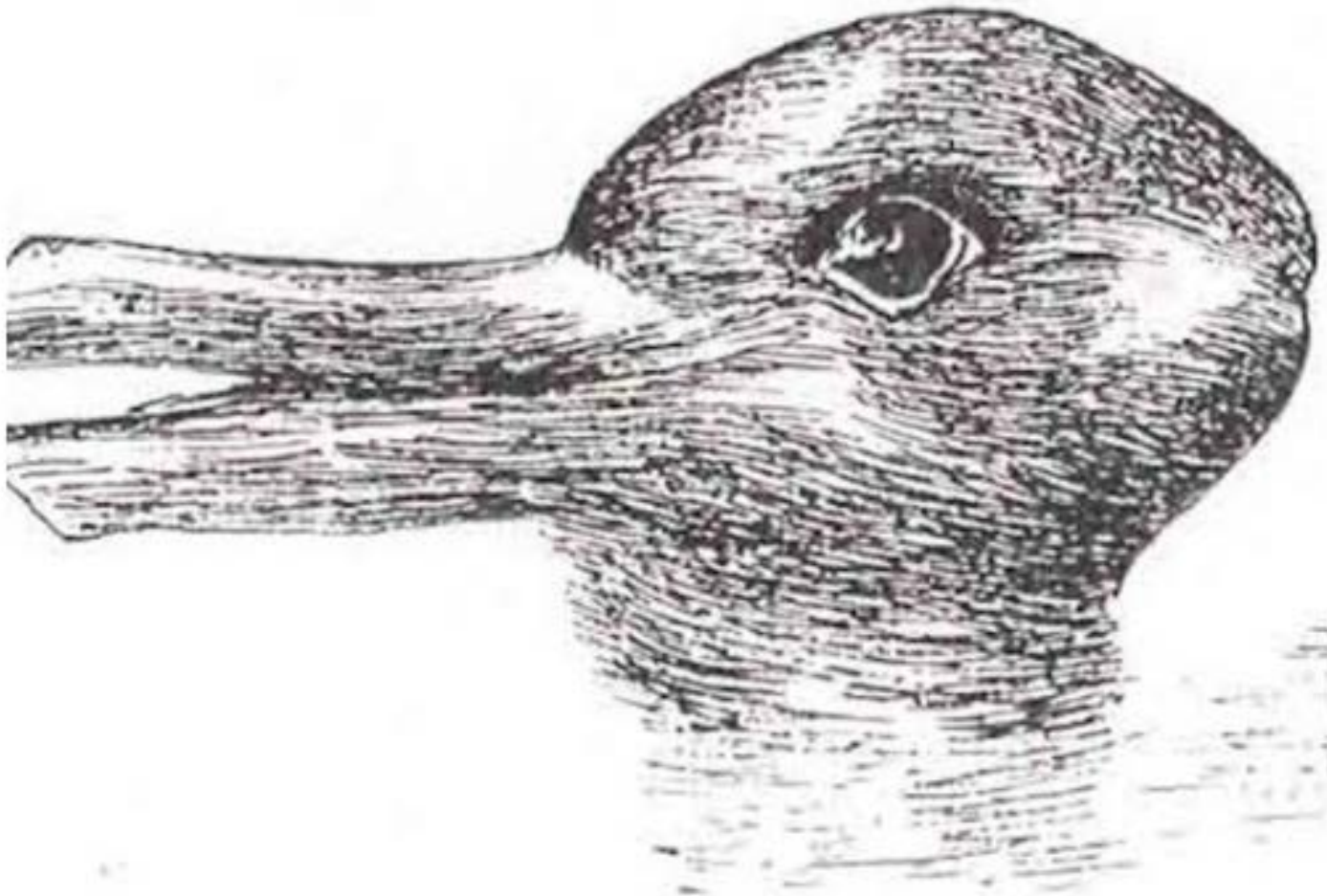
- Connector
- Mindsets about Language Learners
- Debunking Myths
- Tools and Strategies for Strengths-Based Conversations
- Closure

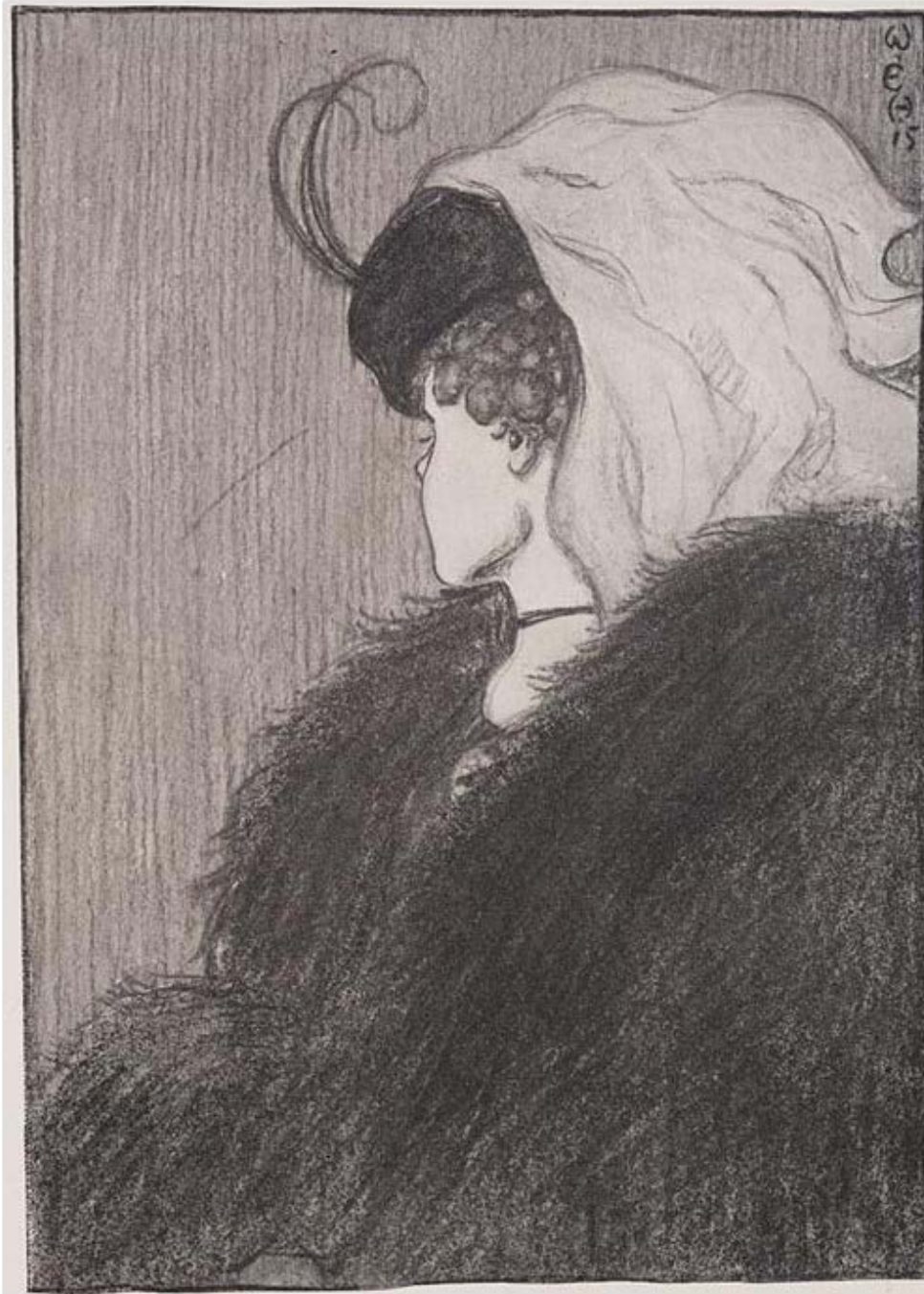
Agreements of Courageous Conversations

- Stay engaged
- Speak your truth
- Experience discomfort
- Expect and accept non-closure

Singleton, G., & Linton, C. W. (2005).
Courageous conversations about race: A field guide for achieving equity in schools. Thousand Oaks, CA: Corwin Press.







How would you say this?

“I never said he stole your money”

“Mary had a little lamb.”

“What do you think that happened?”

Enduring Understanding

Race and culture exert
a powerful influence on
teaching and learning

Essential Question



*How do awareness, knowledge, and understanding of **one's own racial and cultural identity** promote effective teaching, leading, and learning?*

Mindset

...the established set of attitudes held by someone

Mindset

Growth

Children believe that their abilities, and intelligence, can be developed with effort, learning, and persistence

Fixed

Children believe that their basic abilities, intelligence, and talents are fixed traits.

What teachers believe and convey matters!

Myths About Language Learners

- Mindsets are key in developing an optimal learning environment
- Misinformation about language learners is counter-productive in developing mindsets
- Decisions made in classrooms are often driven by mindsets

True/False



MINDSETS ABOUT LANGUAGE LEARNERS	
True/False	
Statement	Notes
1. Learning language skills is critical in early learning, and should be a priority for all teachers.	
2. Learning two languages is confusing and impairs a person's ability to learn.	
3. Bilingualism improves cognition, such as focus, attention to tasks, and switching between tasks.	
4. The more one hears a language, the more quickly one learns the language.	
5. Teachers should always correct the mistakes a 2 nd language learner makes.	
6. Teachers should recommend that families prioritize speaking English at home to support English language development in their children.	
• What are some facts about English learners that teachers need to know?	
• What should all early learning teachers know about supporting language development for all students?	
• What are implications for your coaching practice?	

26 | Facilitator Print, Day One
Copyright © 2017 New Teacher Center. All Rights Reserved.

Respond to each statement

- Hold up blue sticky note if you believe the statement is true
- Hold up yellow sticky note if you believe the statement is false

Statement 1

Learning language skills are critical in early learning, and should be a priority for all teachers.

Statement 2

Learning two languages is confusing and impairs a person's ability to learn.

Statement 3

Bilingualism can improve cognition, such as focus, attention to tasks, and switching between tasks.

Statement 4

The more one hears a language, the more quickly one learns the language.

Statement 5

Teachers should always correct the language mistakes a child makes.

Statement 6

Teachers should recommend that families prioritize speaking English at home to support English language development in their children.

Reflect and Write



MINDSETS ABOUT LANGUAGE LEARNERS	
True/False	
Statement	Notes
1. Learning language skills is critical in early learning, and should be a priority for all teachers.	
2. Learning two languages is confusing and impairs a person's ability to learn.	
3. Bilingualism improves cognition, such as focus, attention to tasks, and switching between tasks.	
4. The more one hears a language, the more quickly one learns the language.	
5. Teachers should always correct the mistakes a 2 nd language learner makes.	
6. Teachers should recommend that families prioritize speaking English at home to support English language development in their children.	
• What are some facts about English learners that teachers need to know?	
• What should all early learning teachers know about supporting language development for all students?	
• What are implications for your coaching practice?	

20 | PARC Test Prep, Dan Cizek
Copyright © 2017 New Teacher Center. All Rights Reserved.

- *What are some facts about English learners that teachers need to know?*
- *What should all early learning teachers know about supporting language development for all students?*
- *What are some implications for supporting teachers and systems?*

Whole Group Debrief



- *What mindsets do we want to encourage in our teachers?*
- *How have you begun to shift mindsets?*

CONCEPTUAL FRAMEWORK FOR DIFFERENTIATED COACHING



**AUTONOMOUS
TEACHERS**

INSTRUCTIVE

Coach directs interaction based on assessed needs



Coach offers suggestions and solutions with rationale

Coach provides information about teaching or procedures

Examples:

- Share a process for analyzing student work
- Model an instructional strategy
- Offer a menu of ways to differentiate instruction
- Share thinking that leads to a solution
- Reference current research
- Provide information

COLLABORATIVE

Coach guides interaction without directing it



Coach and teacher co-construct solutions and material

Coach and teacher contribute ideas somewhat equally

Examples:

- Co-develop a lesson or curriculum unit
- Problem solve issues of practice
- Analyze examples of student work together
- Co-observe another teacher; debrief together

FACILITATIVE

Coach facilitates teacher's thinking and problem-solving



Teacher self-assesses and self-prescribes

Teacher actively directs the flow of information

Examples:

- Listen as the teacher analyzes observation data
- Pose questions that clarify and deepen the teacher's thinking
- Facilitate a group of teachers as they assess student work

Scenarios



MINDSETS ABOUT LANGUAGE LEARNERS

Language Scenarios

Choose one of the following scenarios or a scenario from your own experience.

- You observe a teacher as she reads *Cape for Sale* to the class. She pauses to ask, "why does the peddler decide to go for a walk in the country?" Many students do not respond. One child says, "He likes peddling on his bike." Another child says, "Because he has too many hats."
- Miss Helen, the teaching assistant, is sitting with several students in the dramatic play area. Juan says, "I'm a doctor. I help the sick people." Marcus responds, "I am sick, my arm is broke." Miss Helen says, "oh no, Marcus, your arm is broken!"
- Mia and Oscar are working on puzzles. Mia is talking to herself as she tries different pieces in different places. Oscar is not talking. He joined the class last month when his family arrived from Mexico and he is just beginning to learn English. As you and his teacher watch him, she says she's not sure how to support him because he's so quiet.
- Saul and Jamari are at the water table. They are working together hold a boat under the water, then as they remove their hands, it pops back up to the surface and they erupt in giggles. Miss Wendy walks by and says, "Don't splash the water," and continues on to the library area.
- A teacher has noted that several of her English learners have been struggling in the classroom and rarely speak. The teacher mentions she is frustrated that she always hears the students talking on the playground, but they are never willing to participate in class.
- A new teacher mentions that veteran colleagues have advised her to insist on "English only" in the classroom, though she often provides scaffolding in her students' native language. She mentions that the other teachers told her the speaking and listening standards require speaking English. They say she is confusing her students by using *heather* native language.

26 | Packet Test Prep Day One
Copyright © 2017 New Teacher Center. All Rights Reserved.

- Independently read through each scenario
- Choose 1-2
- Respond to prompts

Partner Coaching Conversation

Round 1:

Partner A:

1. Choose one of the scenarios you unpacked
2. Describe scenario to Partner B (2 min.)
3. Using your notes and coaching language stems, hold a conversation (4 min.)

Round 2:

Repeat with Partner B leading

Reflection

What was the impact of using the coaching language in your conversations?



NEW TEACHER
CENTER

Closure

Reflection

In thinking about supporting teachers and leaders to use a growth mindset with English learners, what is one thing you will keep in mind and/or try based on today's session?

Outcomes

Participants will be able to:

- Debunk myths about language acquisition
- Encourage a strengths-based approach when assessing and responding to students' individual academic, social, and emotional needs
- Use coaching language and questions to support shifts in teacher mindsets



THANK YOU!

Betsy Fox

BFox@newteachercenter.org

Melissa Luc

MLuc@newteachercenter.org

2018 QRIS NATIONAL MEETING
Sparking Solutions and Sharing Systems Strategies
July 16-18 • San Diego, California

Build INITIATIVE
Strong Foundations For Our Youngest Children

QRIS National Learning Network

#2018QRIS