Strategic Inquiry for School Improvement:
Teachers of ELLs at the Helm

Nell Scharff Panero, Ph.
nell@strategicinquiry.com
www.witworkshops.com

Second Annual Symposium
Celebrating Promising Practices for ELLs/Multilingual Learners
NYS/NYC RBERN at Fordham University & Bronx FSC
May 29 & 31, 2018

© Strategic Inquiry 2018. All rights reserved.
Strategic Inquiry
Starting Small for Big Results in Education

Nell Scharff Panero and Joan F. Talbert
Foreword by Michael Fullan

• What it is
• What we have learned
• Implications for ELLs

http://hepg.org/hep-home/books/strategic-inquiry
SI in NYC

First iteration

• SAM (Baruch & NVPS, 90 high schools, 2005 – 2012)
• Collaborative Inquiry (Citywide, Klein’s Children First)

More recently

• CLASS (SBL/SDL cert. at Hunter College)
• SI for Renewal High Schools (35 schools, 2014 – 2016)
Get small to make a big difference

Phase I: Move students

Phase II: Move a system

Phase III: Move colleagues
Get small to make a big difference

SMALL

- Team
- Target population
- Precise skill gap - Small enough that you know EXACTLY what to teach next!

BECAUSE...
- Makes the overwhelming manageable
- Illuminates flaws in the system
- Shifts hearts & minds, galvanizing teacher teams as leaders of continuous improvement
### TENNIS CHART FOR REPAIRING FRAGMENTS

**OBJECTIVE:** By the end of today’s meeting, teachers will be able to determine if students can repair a sentence fragment when given a scaffold.

<table>
<thead>
<tr>
<th>Common Students</th>
<th>Content</th>
<th>Students can repair a fragment if given</th>
<th>Mechanics (capitalization &amp; end marks)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>a subject</td>
<td>a predicate</td>
</tr>
<tr>
<td>1. Delilah</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Renneisca</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Annastasia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Shavel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Jada</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. David G</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

1. _________ out of 6 students could repair a fragment when given a **subject**.
2. _________ out of 6 students could repair a fragment when given a **predicate**.
3. _________ out of 6 students could repair a fragment when given a **phrase**.

4. **Where do we go from here?**
Research supports theory of change

• SAM (2005-2011, Stanford University)
  • Annual teacher surveys (80 schools)
  • 4-year case studies (12 schools)

• SI for Renewal High Schools (In progress, Columbia University)
Strategic inquiry brings more struggling students on track to graduation & college readiness
Strategic inquiry shifts school culture

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intuition-based practice</td>
<td>Evidence-use</td>
</tr>
<tr>
<td>Individual accountability (my kids)</td>
<td>Shared accountability for struggling students (our kids)</td>
</tr>
<tr>
<td>“Star” leadership</td>
<td>Distributed leadership – everyone has agency &amp; responsibility to make change</td>
</tr>
</tbody>
</table>
Strategic inquiry shifts teacher beliefs & practices

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on teaching</td>
<td>Focus on learning</td>
</tr>
<tr>
<td>Summative assessments</td>
<td>Formative assessments</td>
</tr>
<tr>
<td>Blaming students</td>
<td>Self-efficacy</td>
</tr>
<tr>
<td>Use of jargon</td>
<td>Use of precise language</td>
</tr>
</tbody>
</table>
# An unexpected finding - Writing!

## Table Content:

<table>
<thead>
<tr>
<th>Year</th>
<th>Cohort</th>
<th>Subjects</th>
<th>Skills/Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005/2006</td>
<td></td>
<td>9th Grade: Math; ELL Students:</td>
<td>9th Grade: ELA: Identifying Relevant Information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mathematics: Understanding Verbal</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Equations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10th Grade: ELA: Science,</td>
<td>10th Grade: ELA: Grammar and Punctuation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Academic Vocabulary</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10th Grade: ELA: Math.</td>
<td>Mathematics: Signed Numbers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students who failed ELA Regents:</td>
<td>Special Education: Self-Contained 9th Grade Students:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11th Grade: ELA: Science,</td>
<td>11th Grade: ELA: Reading Comprehension</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Academic Vocabulary</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007/2008</td>
<td></td>
<td>9th Grade: ELA:</td>
<td>9th Grade: ELA: Writing, Sentences, Conjunctions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10th Grade: ELA: Mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>11th Grade: ELA:</td>
<td>11th Grade: ELA: Geometry, Graphing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008/2009</td>
<td></td>
<td>9th Grade: ELA:</td>
<td>9th Grade: ELA: Writing, Sentences, Conjunctions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10th Grade: ELA: Mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>11th Grade: ELA:</td>
<td>11th Grade: ELA: Writing, Sentences, Conjunctions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009/2010</td>
<td></td>
<td>9th Grade: ELA:</td>
<td>9th Grade: ELA: Writing, Sentences, Conjunctions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10th Grade: ELA: Mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>11th Grade: ELA:</td>
<td>11th Grade: ELA: Writing, Sentences, Conjunctions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mathematics</td>
<td></td>
</tr>
</tbody>
</table>

### Additional Notes:
- Students who scored a level 2 on the 7th Grade ELA Exam: ELA: Sentence Structure.
Writing is Thinking (WIT)

High-leverage strategies across content that develop writing AND:

- Content knowledge
- Academic vocabulary
- Oral language
- Reading comprehension
- Knowledge of how the English language works!
because (tells why)

but (change of direction)

so (cause & effect)
All energy in an ecosystem comes from the sun... it’s the energy source for our planet.

All energy in an ecosystem comes from the sun, but energy is lost at each level of transfer.

All energy in an ecosystem comes from the sun, so even carnivores are indirectly impacted.
Hillary Clinton lost the election because she did not win enough electoral college votes.

Hillary Clinton lost the election, but she won the popular vote.

Hillary Clinton lost the election, so Donald Trump is now the President of the United States.

Task is receptive.
Beehives were admired by ancient people because it represents an ideal society. However, they were forgotten with the arrival of the “Age of Honey.”
Porque / Pero / Así Actividad

1. Yo preferiría vivir en la ciudad-estado de ***Esparta*** (Atenas o Esparta?) porque las **mujeres tienen los mismos derechos que los hombres.***

2. Yo preferiría vivir en la ciudad-estado de ***Esparta*** (Atenas o Esparta?) pero otros podrían decir **Atenas porque los hombres son diferentes a las mujeres.***

Rúbrica:

- T = Precisión de tema (2 puntos) _2_ / 2
- U = Comprensión de Porque, Pero, Así (1 punto) _1_ / 1
- S = Fluidez de la frase (1 punto) _1_ / 1
- C = Capitalización (1 punto) _1_ / 1
- P = Puntuación (1 punto) _1_ / 1

---

Do Now: Entrance Slip

**Because/But/So Activity**

1) I would rather live in the city-state of **Athens** (Athens or Sparta?) because I would've had the chance to vote for war or not.

2) I would rather live in the city-state of **Athens** (Athens or Sparta?) but others might say they rather **Sparta because women have rights.***

Rubric:

- T = Topic Accuracy (2 points) _2_ / 2
- U = Understanding of Because, But, So (1 point) _1_ / 1
- S = Sentence Fluency (1 point) _0_ / 1

---

*Banana Kelly HS*
Water

I should put my trash in a garbage can because it might get into the sewer.

I should put my trash in a garbage can, but there isn't always one nearby.

I should put my trash in a garbage can, so it can keep us healthy.
Each digit in the number above is similar because they are all 5s.

Each digit in the number above is similar, but they have different values.

Each digit in the number above is similar, so pay attention to the place value.
NAEP 2011: Students Scoring Proficient or Above in Writing (select subgroups)

- Overall: 27%
- ELL: 1%

* Subgroup is reported as "American Indian / Alaska Native", abbreviated for space
** Subgroup is reported as "Native Hawaiian / Other Pacific Islander", abbreviated for space
*** Subgroups are reported as "Eligibility for National School Lunch Program (NSLP)", abbreviated for space

Note: data unavailable for some Grade 12 subgroups
Source: https://www.nationsreportcard.gov/
Evidence of Student Progress in Writing Targeted Sentence Skills
School Renewal Initiative 2015 - Special Populations

- FEB Identify & Repair Fragment: 12.50%
- MAY Identify & Repair Fragment: 62.50%
- FEB Write sentence w/ Coordinating Conjunctions: 85.71%
- MAY Write sentence w/ Coordinating Conjunctions: 66%
- FEB Write expanded sentence (w/rich detail): 15.38%
- MAY Write expanded sentence (w/rich detail): 76.92%

Gen Ed
Figure 17. Perceptions of Improvement in Student Engagement by Population

Perceptions of Improvement in Student Engagement by Population

Note. There was a statistically significant association between perceptions of improvement in student engagement and teacher specialization ($\rho < 0.001, FET$).
Especially promising for SPEDs & ELLs...

Why?
Teachers that BEAT THE ODDS...

- Collaborate (isolation hurts kids)
- Identify what students really need to learn
- Don’t make assumptions about what students know or learn at home
- Believe all students can reach high levels
- Have or develop skills to break learning down!
- Teach language explicitly!

What are your thoughts?
Questions?
Thank you!

nell@strategicinquiry.com
www.witworkshops.com