

# PETALLs

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## IN THIS SPECIAL EDITION ISSUE

### *Reciprocal Teaching* *Making it work for LHS*

By: Paul Neal, Principal Health and Human Services High School  
In collaboration with Laurie Hartwick, ESL Department Head

### *Vocabulary Development* *Creative Word Walls/Floors/Windows*

By: Timothy McCarron, Principal Math Science and Technology High School

### PETALLs Project Updates

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## Preparing Excellent Teachers for All Language Learners

Approximately once a month 21 administrators from the Lawrence High School Campus meet to discuss best ways to build capacity for improving educational outcomes for English language learners (ELLs). The discussions focus on how to sustain and extend the current RETELL initiative for LHS teachers and administrators beyond the initial professional development (PD).

In this special edition of the PETALLs newsletter, Mr. Paul Neal, Principal of HHS, and Mr. Timothy McCarron, Principal of MST, share strategies and lessons for ELLs that they believe will work in their schools. Mr. Neil and Mr. McCarron are active members of the PETALLs administrator collaborative workgroup.

### Reciprocal Teaching: Making it work for LHS Paul Neal, Principal Health and Human Services

Reciprocal Teaching is a reading comprehension instructional strategy (Palincsar & Brown,1984). In Reciprocal Teaching teachers model the roles (**Predictor, Questioner, Clarifier and Summarizer**) that students will play in small group discussions about text and gradually release responsibility to students. Students then take turns playing these roles. Thus, Reciprocal Teaching allows students to share their questions, summaries, and predictions. It also allows members of the group to clarify for others. When well implemented, Reciprocal Teaching builds student comprehension and personal accountability to the group, leading self-regulation, group interaction and the development of text-based problem-solving skills (Brown and Campione,1994).

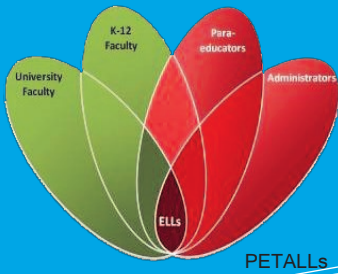


Continued on page 2

### Vocabulary Development Creative Word Walls, Floors, and Windows Timothy McCarron, Principal Math, Science and Technology High School

Conventional Word Walls are a solid instructional practice that can benefit vocabulary development for all students. The RETELL initiative promotes the use of Word Walls as an essential practice for helping ELL students increase their working vocabulary. In some classrooms at MST, teacher creativity has taken Word Walls and turned them into Word Windows and Word Floors.

Continued on page 4



## Preparing Excellent Teachers for All Language Learners

### *Reciprocal Teaching Making it work for LHS*

In addition, RETELL suggests that teachers provide guiding questions and sentence stems to help students develop academic language. For example, the clarifier may use the following sentence stems: “What I’m thinking is \_\_\_\_, but that isn’t making sense. I need to \_\_\_\_.” The use of sentence stems is one way that RETELL makes participating in Reciprocal Teaching accessible to ELLs at different proficiency levels. RETELL also suggests that teachers use prompts to develop students’ academic language as they engage in discussions, such as “What other words do we know that we can use in place of \_\_\_\_?” Sentence stems specifically provide ELLs with a frame to form their responses and so reduce the language load so that the cognitive load can increase.

As teachers enrolled in RETELL begin to practice strategies and approaches that have a proven record, administrators are able to see the strategies and their efficacy in the classroom. Reciprocal Teaching, with its building of academic language and shared responsibility for academic discussion, aligns with the shift in Common Core. Reciprocal Teaching provides ELLs with exposure and practice to more academic facility with academic language across the language domains: reading, writing, listening, and speaking.

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Laurie Hartwick contributed to the content of this newsletter.

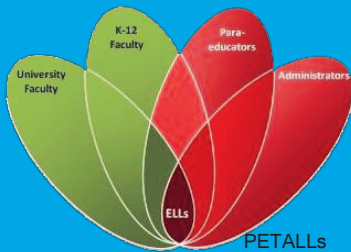
### The Use of Reciprocal Teaching - My Thoughts

Reciprocal Teaching is an effective strategy for all learners, including ELLs. It is crucial, however, that teachers assess their students’ skill levels in summarizing, clarifying, predicting, and questioning before implementing this strategy. Not all learners are able to perform each skill effectively. Some students will need additional modeling and practice before they are required to play a role that is unfamiliar. Therefore, at least when beginning to implement this strategy in their classrooms, teachers may prefer to incorporate variations of Reciprocal Teaching.

### Reciprocal Teaching and RETELL

The RETELL PD highlights Reciprocal Teaching as an effective strategy to use specifically with ELLs in Sheltered English Instruction (SEI) classrooms. According to RETELL, Reciprocal Teaching allows ELLs to participate in small group work, express themselves orally and listen to others. Adopting different roles in a discussion fosters oracy, and because the discussion is focused on a text, participation also promotes skills in reading and writing. RETELL suggests that students change roles for each group discussion. Thus, the summarizer becomes the clarifier, the clarifier becomes the questioner, and so on. As presented in RETELL, the teacher’s role is to “guide and nurture the students’ ability to use the four strategies successfully in the small group” (Administrator Endorsement Course, Version 2, Sept. 2013-2014).





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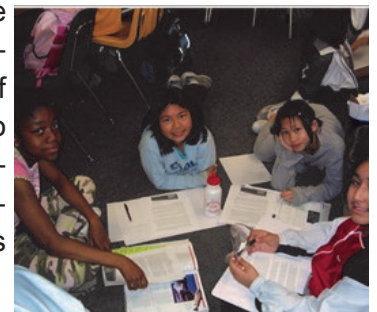
Laurie Hartwick contributed to the content of this newsletter.

First, struggling learners and newcomer ELLs who may not have had significant experience in cooperative learning activities may need significant teacher modeling for each type of role and procedure. In fact, it is advisable that teachers explicitly pre-teach the requirements of each role and the expectations for individuals and for the group. For example, it may be helpful for students, especially ELLs, to stay with the same role of “summarizer” in different types of tasks, to practice and develop summarization skills over time before they play other Reciprocal Teaching roles. Another variation is to have learners work only in pairs to develop and practice two selected roles (such as predictor and questioner) before joining two other pairs (who may be focusing on summarizer and clarifier roles) to form quads.



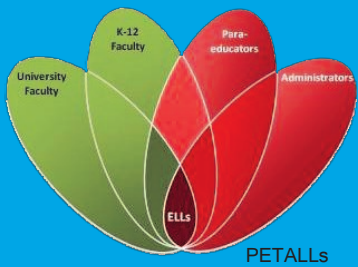
Reciprocal Teaching also lends itself to Think/Write/Pair/Share formats. For example, the teacher first models a skill such as clarifying, and then allows pairs to think through their guiding questions that require clarifying. Students use sentence frames to clarify, they think about their clarification statements, and then using sentence frames, they write these clarifications and share these with their partners.

Strategic pairings of ELLs with other ELLs or mainstream learners (depending on the instructional purpose) allows for language output in a reduced risk task. In addition, teachers who have ELLs with lower levels of English proficiency or students who struggle may want to pre-select sentence frames and guiding questions to differentiate for language proficiency and/or to focus on specific types of questioning. Teachers may also want to pre-plan to add a variation for what happens when the summarizer actually has a question or the predictor needs clarification. This can often be accomplished if learners maintain a log during the activity.



Reciprocal Teaching can be a highly effective strategy. However, its effectiveness requires teachers to pre-select and plan tasks that build skill development in each specific discussion role. Teachers must model and teach each role and then provide students with guided practice, ensuring that students are capable in the roles they are assigned. Teachers then gradually release responsibility to students. Careful planning, modeling and practice will result in a higher level of reading engagement and effective participation in academic discussions. Teachers’ pre-planning must take into account the need to differentiate within each role and to scaffold reading materials based on language proficiency so that ELLs can participate equally with their peers.

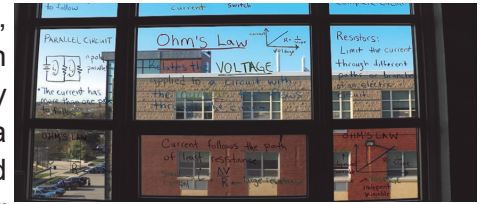




## Preparing Excellent Teachers for All Language Learners

Continued from page 1

Word Windows in MST contain vocabulary terms, equations and even theorems that are written in large print on classroom windows. They are easily accessible for students to view and use as a reference when they are in the classroom. Word Windows can also be quickly used by the teacher during his/her instruction as a reference, thus providing repeated exposure to terms, equations and theorems, which promotes learning and academic language development.



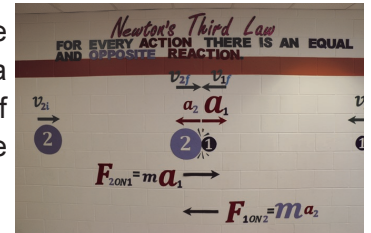
Word Window at MST



Word Floor at MST

Word Floors are used in some of our ELA classrooms to enhance literacy instruction. Characters from literature and some of the major themes of the novel are "taped" out on the classroom floor in silhouette form. Vocabulary in context and other important concepts are then placed within the silhouette of the novel's main characters or themes. The entire classroom comes alive with the themes/characters of the novel seen throughout the room. Various forms of interactive instruction are made available to students using this technique.

Word Windows and Floors are not meant to take the place of traditional word walls. However, they can exist as a complement to traditional word walls. The combination of using a variety of word walls has the potential to enhance academic language across the content areas.



Word Wall at MST

### "Vocabulary Development" Creative Word Walls/Floors/Windows

#### PETALLs Project Updates:

- Teachers Online Resources
- New Cohort TESL
- TESL Certificate Completers
- ParaTELL 2.0
- ParaTELL 3.0

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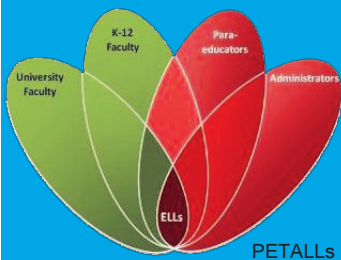
## PETALLs Project Updates

### Resources for Teachers

A Web based resource page -Welcome to the UMASS Lowell - Lawrence Public Schools PETALLs website. This space is used to share lessons that enable both content mastery and language acquisition for ELLs. Emily Robichaud has been developing and maintaining this network resource, with a bank of lesson plans and classroom strategies. Stay current on great opportunities to improve your professional practice and connect with other LPS teachers by checking the latest updates on this web page.

<http://petalls.weebly.com/>

Continued on page 5



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#### New Cohort for ESL Certificate starts Fall 2014

12-Credit Graduate Certificate from University of Massachusetts Lowell in ESL  
All courses are taught at Lawrence High School !

#### Certificate Courses

- \* Second Language Acquisition and Assessment
- \* Methods of Sheltered English Content Instruction
- \* Teaching Reading and Writing in English to English Language Learners
- \* 150-hour Practicum Teaching ELLs (in the teacher's LPS classroom)

#### Benefits

- \* Preparation for ESL licensure
- \* Apply credits to a **Master's degree** or **Educational Specialist** degree at UMass Lowell.
- \* Reduced Tuition: Pay only **1/3** of course cost
- \* Eligible for LPS tuition reimbursement

**Teachers who earn ESL licensure do not need to take the RETELL course.** If you are an interested teacher or if you know a teacher who would be a good candidate, please contact Laurie Hartwick ([Laurie.Hartwick@lawrence.k12.ma.us](mailto:Laurie.Hartwick@lawrence.k12.ma.us))

#### ESL Certificate Completers Spring 2014

Congratulations to five LPS teachers who have completed the University of Massachusetts Lowell 12-credit ESL certificate program— Tara DeOliveira, Nicole Finneran, Linda Bonanno, Diane McDonald and Caralyn Nealy! These teachers completed their practicums and will receive graduate certificates from the Graduate School of Education. They have a depth of knowledge in the area of ESL and have applied for their ESL licensure! We anticipate that another 15 students will complete the certificate in Fall 2014.

#### ParaTELL 2.0 Completers Spring 2014

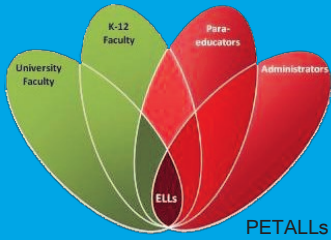
Approximately 75 LPS paraprofessionals completed the ParaTELL 2.0 professional development workshop series this spring. All completers received a certificate, stipend and 15 PDPs for acquiring strategies to use for working with ELLs in the classroom. Special thanks to the workshop facilitators: Rosemarie Gaffny, Noelle Matara, Jodie George, Hollie Fumero, Dan Rasanen and Nicole Pellerin (all LPS teachers) for facilitating these workshops!

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#### ParaTELL 2.0 Summer 2014

We plan to offer one section of ParaTELL 2.0 this summer. Dates will be determined. Paraprofessionals who have not yet taken the ParaTELL courses are eligible to apply. Please contact ELL Director, Kinnon Foley for more information.

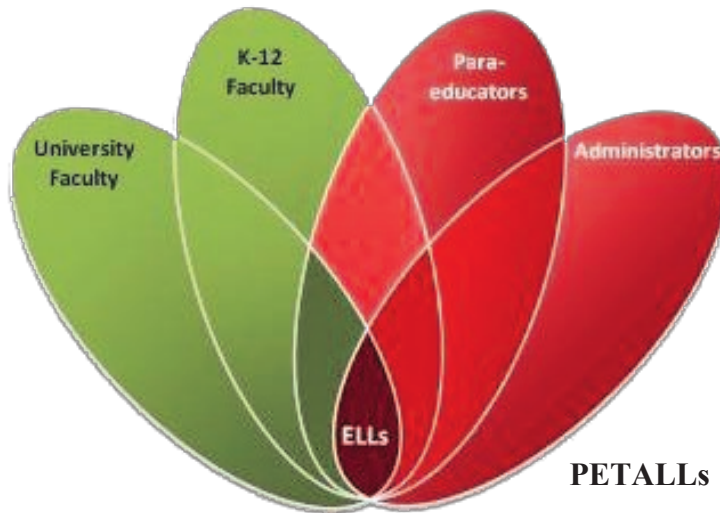
#### ParaTELL 3.0 Spring 2015

We are planning a new version of ParaTELL which we anticipate will be open to both paraprofessionals and teachers in Spring 2015. It will be WIDA based and will be useful for teachers who complete RETELL training. We envision this to be 15 hours of PDPs. The trainings will begin in the Spring of 2015. More information will be forthcoming as time gets closer.

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