Classroom Practices that Lead to Equity and Achievement for International Students

Supporting the motivation and learning of ALL students

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Agenda

• The story behind ALL-ED

• Classroom Practices & Equitable Engagement

• How is ALL-ED influencing teacher and student outcomes?
What things to we see, hear, and do that promote equity among learners in the classroom?

Elbow Partner Exchange (1.5 min)

- Exchange your responses to this question. Ask questions!
- Your ideas and questions are like gifts; each person should give one and receive one in the allotted time
- First exchange your ideas, and discuss any patterns or surprises among your responses.
- What would your group’s response be to the question?

Be ready to report your response
One-size Fits Most
Design for the extremes?

ALL LEARNERS LEARNING EVERY DAY
Act 1

The Story of ALL-ED
It’s hard to keep the strongest students interested while supporting those that need extra attention.

Gaps in reading level between students and between students and grade level is too big.

It’s difficult for teachers to reach all students because the students have different levels of prior knowledge.

Too many students need attention and I don’t have a co-teacher or a paraprofessional.

Students lack motivation; they’re apathetic and they don’t seem to care.
Keeping up with preparation of differentiated material for multiple academic levels is difficult.

Planning Time: 23%

It’s difficult to make sure I am challenging students while supporting them, too; It’s hard to give appropriately scaffolded lessons.

Balancing Rigor & Support: 45%

Teachers’ lack of knowledge in all subjects.

Content Knowledge: 4%

It’s hard for teachers to relate to students, especially since they come from different backgrounds.

Cultural Understanding/Relatedness: 14%

Teachers often have preconceived notions of how certain students learn; They hold students accountable for different levels of work.

Bias: 14%
GLOBAL HIGH SCHOOL

High School in Bronx, NY for English Language Learners
100% minority students

- Closing Achiev’t Gap: 32.5%
- College and Career Readiness: 29%
- Attendance, Safety, Expectations: 59.33%
- Graduation Rates: 31%
- Meeting Grad Requirements: 33.81%

PERCENTAGE
## Achievement Gains

**New York State 9th Grade Math Regents Exam**

<table>
<thead>
<tr>
<th></th>
<th>2012-2013</th>
<th>2013-2014</th>
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<tbody>
<tr>
<td><strong>Passing Rate</strong></td>
<td>74.0%</td>
<td>90.9%</td>
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<tr>
<td><em>(Pass = Scores &gt; 70)</em></td>
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<tr>
<td><strong>Passing Rate for First Time Test-Takers</strong></td>
<td>63.2%</td>
<td>100%</td>
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<tr>
<td><strong>Total Average</strong></td>
<td>70.4</td>
<td>77.1~</td>
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~ p=.06
Act 2

The Development of ALL-ED
Inclusive Directions

Roles
- Listener
- Listener
- Presenter

Turns
- Start
- 1st
- 2nd
- Task
- 3rd

Rules for Sharing
- ✓ Point to confirm a comment
- + Contribute new ideas.
- T Call “Time Out” if you need more explanation

Time

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Goal: Help
Physical Starting Position

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Learning Physically in the Classroom

In the Group

Example

SAVE THE LAST WORD FOR ME

PROTOCOL

1. Read + highlight things you find interesting or surprising
2. Break into groups of 3 and sit knee-to-knee
3. Pick ONE person to be the "starting point" (raise your hand)
4. Groups choose direction to move (point leaves will participate after you)
Action Pattern

Domino Discover
Elbow Exchange
Pair Compare
#2: Turns

TASK

Student 1
Student 2
Student 3
Student 4

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#2: Turns

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#2: Turns
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Act 3

How do ALL-ED practices promote equity?
GROUP LEARNING

When teachers explain something, we’re tired, but when do [group work] the hard work becomes easier.

I learned how not to be scared about what I’m presenting. It gives me confidence.
The Scope

US: LA, MA, NJ, NY, PA

Singapore

Brazil
Group Learning Plays:

Engage every time
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