Using Web 2.0 Tools to Support ELL Students in the Elementary Classroom

Rebekah Yoder

ITEC 7470: Educational Research

Dr. Anissa Vega

November 29, 2015

Setting/Context

The location for this capstone will be Alcova Elementary School in Dacula, Georgia. Dacula is a small town located in the northern part of the state near Atlanta. Alcova Elementary School is a diverse school with an enrollment of 1,217 students from kindergarten through fifth grade. Alcova's students represent a variety of ethnic groups including Asian, Hispanic, Black, White, and Multiracial. Due to the number of ethnic groups represented, many students speak another language either in addition to or instead of English at home. Some of their parents do not speak English at all. There are 286 students enrolled in the ELL program at Alcova. This is 23 percent of the student population. The goal of this project is to train classroom teachers in technology tools and resources that will assist them in supporting their ELL students. Throughout this training, teachers will learn about a variety of technology tools that they can use for the purpose of strengthening their ELL students in the content areas of reading and writing. The technology coach will work with the principal of Alcova for the purpose of receiving administrative support and approval for this project.

Capstone Problem and Rationale

This capstone idea came from the high ELL population represented at Alcova. Some of these students struggle academically and socially due to their limited English proficiency. Since English is not the primary language spoken at home for many of these students, school is the only place where students are exposed to English. This means that teachers have an incredible responsibility since "ELL students need to be competent in academic language skills in order to cope with academic demands at North American schools" (Huang, Cunningham, & Finn, 2010, p.68). According to Kurt (2010), technology has the power to transform student learning and student engagement, but it is all in how the classroom teachers use the technology. If it is not

used correctly or appropriately, the class would be better off without it. There are so many engaging technology tools available for teachers, but they do not have the time to research or learn about the best ones. When I taught fourth grade, I usually used technology tools that other people either told me about or actually demonstrated to me simply because their experience with the tool inspired me to try it as well.

When it comes to teaching ELL students, teachers should focus on academic language skills such as listening, speaking, reading, and writing (Huang, Cunningham, & Finn, 2010). This capstone will train teachers in how to use technology tools to help ELL students master these academic language skills. Various Web 2.0 tools such as blogs and podcasts are known to be very beneficial to ELL students because "they provide unique enhancements to the learning process: the learner constructs knowledge through active exploration, observation, processing, and interpretation while interacting with others" (Kim and Jang, 2014, p. 208). These meaningful learning experiences are what really gets through to the students and transforms their learning.

According to a study done in Turkey (Kurt, 2010), many teachers resort to using very simple technologies in their classrooms such as videos and cassette tapes or CDs. The reason that this happens is simply because teachers are not educated in other ways to use technology effectively. As a result, this capstone seeks to solve that problem by providing teachers at Alcova Elementary School with the technology training necessary to transform education for their ELL students. This will, in turn, impact all students since the teachers can use these tools for both their ELL students and their general education students.

Objectives/Deliverables

Based on the high ELL population represented at Alcova and the fact that technology has been proven to support student learning, this project will focus on the following objectives:

- Provide classroom teachers with training in a variety of technology tools that they can use with their ELL students

- Assist teachers as they implement these tools in their classrooms

- Create a Padlet page for teachers to post student work samples that were done using the technology tools used during the training session

- Lead a debriefing session at the end of each month to discuss how the tools are working in the classrooms

- Create a Weebly website that lists each tool discussed, a simple explanation of how to use it, and an example of a finished product

Deliverables will include but not be limited to:

I.   Training in various technology tools such as

    a. Audacity (for podcasting)

    b. Student blog websites such as Edublog

    c. Addtext (website)

    d. Movenote.com (website and app)

    e. Thinglink (website)

    f. Screencast-O-matic (website)

    g. PicCollage (app)

    h. eCLASS (Gwinnett County's learning management platform)

    i. Clarisketch (app)

    j. Skitch (app)

    k. Voki (website)

    l. Little Bird Tales (website and app)

II.   Google Forms to survey teachers

III.   A Padlet to showcase student work

IV.   Weebly website that explains all the tools for teachers to reference

PSC Standards

Instructional Technology Standards

Visionary Leadership

Candidates demonstrate the knowledge, skills, and dispositions to inspire and lead the development and implementation of a shared vision for the effective use of technology to promote excellence and support transformational change throughout the organization

Element 1.1 - Shared Vision

Candidates facilitate the development and implementation of a shared vision for the use of technology in teaching, learning, and leadership.

Element 1.2 - Strategic Planning

Candidates facilitate the design, development, implementation, communication, and evaluation of technology-infused strategic plans.

Element 1.3 - Policies, Procedures, Programs & Funding

Candidates research, recommend, and implement policies, procedures, programs, and funding strategies to support implementation of the shared vision represented in the school, district, state, and federal technology plans and guidelines. Funding strategies may include the development, submission, and evaluation of formal grant proposals.

Element 1.4 - Diffusion of Innovations & Change

Candidates research, recommend, and implement strategies for initiating and sustaining technology innovations and for managing the change process in schools. (PSC 1.4/ISTE 1d)

Teaching, Learning, & Assessment

Candidates demonstrate the knowledge, skills, and dispositions to effectively integrate technology into their own teaching practice and to collaboratively plan with and assist other educators in utilizing technology to improve teaching, learning, and assessment.

Element 2.1 - Content Standards & Student Technology Standards

Candidates model and facilitate the design and implementation of technology-enhanced learning experiences aligned with student content standards and student technology standards.

Element 2.2 - Research-Based Learner-Centered Strategies

Candidates model and facilitate the use of research-based, learner-centered strategies addressing the diversity of all students.

Element 2.3 - Authentic Learning

Candidates model and facilitate the use of digital tools and resources to engage students in authentic learning experiences.

Element 2.4 - Higher Order Thinking Skills

Candidates model and facilitate the effective use of digital tools and resources to support and enhance higher order thinking skills (e.g., analyze, evaluate, and create); processes (e.g., problem-solving, decision-making); and mental habits of mind (e.g., critical thinking, creative thinking, metacognition, self-regulation, and reflection).

Element 2.5 - Differentiation

Candidates model and facilitate the design and implementation of technology-enhanced learning experiences making appropriate use of differentiation, including adjusting content, process, product, and learning environment based upon an analysis of learner characteristics, including readiness levels, interests, and personal goals.

Element 2.6 - Instructional Design

Candidates model and facilitate the effective use of research-based best practices in instructional design when designing and developing digital tools, resources, and technology-enhanced learning experiences.

Digital Learning Environments

Candidates demonstrate the knowledge, skills, and dispositions to create, support, and manage effective digital learning environments.

Element 3.6 - Selecting and Evaluating Digital Tools & Resources

Candidates collaborate with teachers and administrators to select and evaluate digital tools and resources for accuracy, suitability, and compatibility with the school technology infrastructure.

Digital Citizenship & Responsibility

Candidates demonstrate the knowledge, skills, and dispositions to model and promote digital citizenship and responsibility.

Element 4.3 - Diversity, Cultural Understanding & Global Awareness

Candidates model and facilitate the use of digital tools and resources to support diverse student needs, enhance cultural understanding, and increase global awareness.

Professional Learning & Program Evaluation

Candidates demonstrate the knowledge, skills, and dispositions to conduct needs assessments, develop technology-based professional learning programs, and design and implement regular and rigorous program evaluations to assess effectiveness and impact on student learning.

Candidate Professional Growth & Development

Candidates demonstrate the knowledge, skills, and dispositions to engage in continuous learning, reflect on professional practice, and engage in appropriate field experiences.

6.1 Continuous Learning

Candidates demonstrate continual growth in knowledge and skills of current and emerging technologies and apply them to improve personal productivity and professional practice.

6.2 Reflection

Candidates regularly evaluate and reflect on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology-enhanced learning experiences.

6.3 Field Experiences

Candidates engage in appropriate field experiences to synthesize and apply the content and professional knowledge, skills, and dispositions identified in these standards.

ISTE – NETS for teachers

Visionary Leadership

Technology Coaches inspire and participate in the development and implementation of a shared vision for the comprehensive integration of technology to promote excellence and support transformational change throughout the instructional environment.

Technology Coaches:

a. Contribute to the development, communication, and implementation of a shared vision for the comprehensive use of technology to support a digital-age education for all students

b. Contribute to the planning, development, communication, implementation, and evaluation of technology-infused strategic plans at the district and school levels

c. Advocate for policies, procedures, programs, and funding strategies to support implementation of the shared vision represented in the school and district technology plans and guidelines

d. Implement strategies for initiating and sustaining technology innovations and manage the change process in schools and classrooms

Teaching, Learning, & Assessments

Technology Coaches assist teachers in using technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all students.

Technology Coaches:

a. Coach teachers in and model design and implementation of technology-enhanced learning experiences addressing content standards and student technology standards

b. Coach teachers in and model design and implementation of technology-enhanced learning experiences using a variety of research-based, learner-centered instructional strategies and assessment tools to address the diverse needs and interests of all students

c. Coach teachers in and model engagement of students in local and global interdisciplinary units in which technology helps students assume professional roles, research real-world problems, collaborate with others, and produce products that are meaningful and useful to a wide audience

d. Coach teachers in and model design and implementation of technology-enhanced learning experiences emphasizing creativity, higher-order thinking skills and processes, and mental habits of mind (e.g., critical thinking, meta-cognition, and self-regulation)

e. Coach teachers in and model design and implementation of technology-enhanced learning experiences using differentiation, including adjusting content, process, product, and learning environment based upon student readiness levels, learning styles, interests, and personal goals

f. Coach teachers in and model incorporation of research-based best practices in instructional design when planning technology-enhanced learning experiences

g. Coach teacher in and model effective use of technology tools and resources to continuously assess student learning and technology literacy by applying a rich variety of formative and summative assessments aligned with content and student technology standards

h. Coach teachers in and model effective use of technology tools and resources to systematically collect and analyze student achievement data, interpret results, and communicate findings to improve instructional practice and maximize student learning

Content Knowledge and Professional Growth

Technology coaches demonstrate professional knowledge, skills, and dispositions in content, pedagogical, and technological areas as well as adult learning and leadership and are continuously deepening their knowledge and expertise.

Technology Coaches:

a. Engage in continual learning to deepen content and pedagogical knowledge in technology integration and current and emerging technologies necessary to effectively implement the NETS•S and NETS•T

b. Engage in continuous learning to deepen professional knowledge, skills, and dispositions in organizational change and leadership, project management, and adult learning to improve professional practice

c. Regularly evaluate and reflect on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology-enhanced learning experiences

Project Description

A workshop focused on training teachers in how to use various Web 2.0 tools with their ELL students will be developed for any teacher interested in signing up. The technology coach will send out a survey using Google Forms asking for at least one teacher in each grade level to sign up for this workshop. The coach will also work with administration in order to receive administrative approval and support for this project.

This workshop will take place twice a month in the media center after school. The first workshop of the month will take place early on in that month and will be focused on introducing a technology tool for the teachers to use. The technology coach will begin the workshop by explaining how the tool works and showing some examples of a finished product. Then, time will be provided for teachers to come up with ways to implement that tool into their classroom. The technology coach will also have her schedule available so that teachers who would like extra help implementing the tool in their classrooms can sign up for her assistance.

Throughout the month, teachers will use the tool that they chose with their students. The technology coach will provide a link to a Padlet page so that teachers can post student work done using these tools. That way, teachers can see the variety of ways that the tools discussed at the first meeting were implemented into each classroom.

The second meeting will be scheduled for the end of the month. The purpose of this second meeting will be to discuss how the technology implementation went throughout the month. Success stories will be shared, and student work will be viewed and discussed using the Padlet page that the teachers used throughout the month. Any difficulties that the teachers faced while implementing the tools will also be discussed.

Throughout this process, the technology coach will develop a Weebly website that

describes every tool taught in the workshop. The Weebly will provide a brief explanation of how

to use the tool, and it will also include a sample of what a product using that tool could look like.

At the end of the workshop, the technology coach will send out a survey asking for the teacher's

feedback. The coach will also ask the teachers to find out what their students liked and did not

like about each technology tool. The teachers will also ask the students how they thought the

technology tool helped them learn. Each teacher will choose one of the tools they learned

throughout the workshop and use that tool to present their students' feedback. The teachers will

give this feedback to the technology coach for her to compile.

Time Frame	Description	Hours
December 2015	Meet with administration to discuss plan	2 hours
	Design the workshop schedule, format, and topics of discussion	20 hours
	Create and send out a Google form asking teachers to sign up for the workshop	1 hour
	Design a website that will explain each tool discussed throughout the workshop	3 hours
		Total – 26 hours
January 2016	Meet with teachers at the beginning of the month to introduce the workshop and explain the first group of technology tools that the teachers can choose from	1 hour
	Create a Padlet page for teachers to post student work	1 hour
	Work with teachers in their classrooms as they implement one of the tools discussed during the workshop	15 hours
	Meet with the teachers at the end of the month to hear how the implementation went	1 hour
		Total – 18 hours

February 2016	Meet with teachers at the beginning of the month to introduce the workshop and explain the first group of technology tools that the teachers can choose from	1 hour
	Work with teachers in their classrooms as they implement one of the tools discussed during the workshop	15 hours
	Meet with the teachers at the end of the month to hear how the implementation went	1 hour
		Total – 18 hours
March 2016	Meet with teachers at the beginning of the month to introduce the workshop and explain the first group of technology tools that the teachers can choose from	1 hour
	Work with teachers in their classrooms as they implement one of the tools discussed during the workshop	15 hours
	Meet with the teachers at the end of the month to hear how the implementation went	1 hour
		Total – 18 hours
April 2016	Meet with teachers at the beginning of the month to introduce the workshop and explain the first group of technology tools that the teachers can choose from	1 hour
	Work with teachers in their classrooms as they implement one of the tools discussed during the workshop	15 hours
	Meet with the teachers at the end of the month to hear how the implementation went	1 hour
		Total – 18 hours
May 2016	Meet with teachers at the beginning of the month to introduce the workshop and explain the first group of technology tools that the teachers can choose from	1 hour
	Work with teachers in their classrooms as they implement one of the tools discussed during the workshop	15 hours
	Meet with the teachers at the end of the month to hear how the implementation went	1 hour

	Compile data teachers collected from the students	2 hours
	Send out a survey to the teachers to receive final feedback on the project and then analyze and compile those results	1 hour
		Total – 20 hours
		Total for project – 118 hours

Resources needed to complete this project:

- Administrator approval of project – The technology coach will communicate this project idea to administration and explain how it will help the ELL population at Alcova Elementary School.

- Place to hold meetings every month – The technology coach will work with the media specialist to secure the media center twice a month from 3:30 – 4:30pm.

- Programs such as Audacity will need to be downloaded on the both teacher and student laptops. The technology coach or the TST will make sure that happens.

Evaluation

The objective of this project is to provide teachers with training in how to use a variety of technology tools for specifically their ELL students. The evaluation of these objectives will be done in a variety of ways. First, the second meeting of each month will be dedicated to teacher feedback. During those meetings, teachers along with the technology coach will dialogue about what went well, what did not, and what could be done differently in the future. In addition, everyone attending the meeting will review student work done throughout that month and evaluate how much the technology tool contributed to the learning. To sum up, the evaluations

done at each meeting will be very informal – teachers will not be required to fill out any forms or

do any extra work. Instead, the evaluation will be in the form of dialogue.

At the end of the workshop, the technology coach will ask the teachers to get

feedback from their students on how they enjoyed using these tools. Students will talk about

which tool they liked the best and how they felt it helped them learn. Students will also be asked

to talk about a tool that they didn't particularly like and then explain the reasons why. Teachers

will be asked to compile the student feedback they received by using one of the Web 2.0 tools

taught throughout the workshop. They will then give the feedback to the technology coach.

Finally, the technology coach will send out a Google Form to each teacher who

participated in the workshop. This form will ask the teachers if they felt like the workshop was

beneficial to them. The technology coach also will compile these results together.

Page 1 of 1

Teacher Survey for the end of the ELL Workshop

Form Description

What part of this workshop do you think was the most beneficial?*

Which technology tool that we discussed do you believe will be the most beneficial to your students?*

What is one thing about this workshop that you would change for next time?*

References

Huang, J., Cunningham, J., & Finn, A. (2010). Teacher perceptions of ESOL students' greatest

   challenges in academic English skills: a K-12 perspective. *International Journal Of*

   Applied Educational Studies, *8* (1), 68.

Kim, D., & Jang, S. E. (2014). Dialogic practices in using podcasting and blogging as teaching

   tools for teachers seeking ESOL certificate. *Journal Of Educational Computing*

   Research, *51*(2), 205-232.

Kurt, S. (2010). Technology use in elementary education in Turkey: A case study. *New Horizons*

   In Education, *58*(1), 65-76.