**From Concept to Classroom:**

**Accelerated Pedagogy in Action**

**Conference on Acceleration in Developmental Education**

**Pre-Conference Session**

**June 14, 2018**

**Rebecca Kaminsky**

Associate Professor of English

Irvine Valley College

rkaminsky@ivc.edu

**Summer Serpas**

Professor of English

Irvine Valley College

Assistant Director,

California Acceleration Project

sserpas@ivc.edu

Here is a space to write down any questions you have for us.

We will do our best to address questions during the presentation.

If we do not get to your question, feel free to email us.

|  |
| --- |
|  |

**Irvine Valley College’s Instructional Cycle**

Cycle repeated for each major unit of the course

**Pre-Reading Activities**: In-class activities or discussions to activate the students' background knowledge on the topic. The teacher provides guidance regarding what to pay attention to, key terms that may be unfamiliar, and portions of the text that students may find challenging.

**At-Home Reading Activities**: Students complete guided practices to increase their awareness of strategies for approaching academic reading, reasoning, and writing. These include writing directed summaries, completing double-entry journals, and annotating text.

**Post-Reading Activities**: In-class group activities for students to process, clarify, and engage with ideas from the readings. These practices include group discussions, debates, poster sessions and games, such as “speed-dating.” Focus first on comprehension then move to building analysis.

**Open Book Quiz**: Students move from informal and oral discussions to explaining key ideas in their own writing. The quiz also provides incentive and accountability for completing the reading.

**Essay Writing Workshops**: Students move from explaining discrete portions of the reading to integrating, synthesizing and building arguments. Students must articulate and support their own perspective while demonstrating a clear understanding of the readings. Students perform peer evaluations and self-evaluations while the teacher conducts one-on-one conferences to discuss preliminary drafts.

**Final Draft**: On the day the students submit the essays, the teacher initiates just-in-time remediation activities, allowing students time to edit their essays and write self-reflections on their writing process. As the next cycle begins, the teacher uses the common rubric to evaluate the essays, using a high pass, pass, low pass, and no pass model.

Adapted from the instructional cycle developed by Katie Hern, Chabot College, California Acceleration Project

**Pedagogy Speed Drill**—All quotations taken from “Toward a Vision of Accelerated Curriculum and Pedagogy: High Challenge, High Support Classrooms for Underprepared Students” by Katie Hern and Myra Snell

 Pedagogical principle Describe in your own words Example of classroom application

|  |  |  |
| --- | --- | --- |
| **Backwards Design:** To be “ready” for a college-level coursein English or math, lessprepared students needpractice and guidance in the same things that these courses require (9).  |  |  |
| **Relevant, Thinking-Oriented Curriculum:** Underprepared students are best served by rigorous engagement with issues that matter (12).  |  |  |
| **Just-In-Time Remediation:** In our accelerated courses, Snell and I have found that when students are analyzing body measurements in the context of forensics, or examining the causes of addiction, they often want to address the basic stuff that’s getting in their way. They’re motivated to learn how to calculate the line of best fit, or to clarify their thesis statement, because they want to communicate their ideas effectively. That motivation is much less likely when skills are drilled in isolation (17).  |  |  |
| **Low-Stakes, Collaborative Practice:** When teachers ask underprepared students to do challenging, college-level work, they need to build in a lot of opportunities for practice. These students need space to work through their thinking, try out new vocabulary, see how other students approach tasks, and receive targeted guidance from the teacher (19). |  |  |
| **Intentional Support for Students’ Affective Needs:** Many students come into the community college classroom with a history of uneven, fraught, and even traumatic educational experiences that lead them to mistrust their teachers and, perhaps more important, to mistrust themselves as learners (26).  |  |  |

**Essay 1 Prompt**

**Main Goals for Essay 1**

* Summarize/paraphrase/explain main concepts from the texts
* Explain the relationships between main ideas/concepts from the texts and how they may influence people
* Provide short and extended examples to illustrate main ideas/concepts

**Texts for Essay 1**

* “Chapter 1: The Mindsets” from *Mindset: The New Psychology of Success* by Carol Dweck
* “Prominent Scholar Calls Growth Mindset a Cancerous Idea in Isolation” by Adriel A. Hilton
* “Chapter 2: The Student Fear Factor” from *The College Fear Factor* by Rebecca Cox
* Chapters 1, 4, 5, and 6 from *Drive: The Surprising Truth about What Motivates Us* by Daniel Pink

**Essay 1 Prompt**

In this essay unit, we learned how mindsets affect how people behave in a classroom and/or at work. We also read about how mindsets impact how people in positions of power (teachers, bosses, etc.) behave toward students and/or employees and how that might impact the success of the student/employee.

**For this assignment, I would like you to answer the following question: How important is mindset in helping people achieve success?** Think about the mindsets of both teachers (or bosses) and students (or employees). In order to answer this question, you’ll need to analyze and explain to readers how mindsets may impact an individual’s ability to be successful or unsuccessful in school or at work (or both) and how these mindsets impact the the behavior of both students/employees and teachers/bosses.

**In order to fully respond to the prompt, you may need to include:**

* background/context information
* definitions/explanations of concepts for readers
* fully developed explanations as to how mindsets may impact someone’s ability to be successful or unsuccessful at school and/or work
* specific short and extended examples that illustrate ideas/concepts and main points

To give me as full and detailed of a discussion as possible, **shoot for at least four (4) full pages**.

**Turn-in Procedures**

* Your final draft is due
* Bring the following documents in your assignment folder:
	+ A hard copy of your final draft
	+ All peer review materials and rough drafts
	+ A blank rubric

**Preview Activity: Practice!**

Think about a time when you felt uncomfortable in class or at work due to fear/anxiety/nervousness. Why contributed to these feelings? What were the circumstances that created the uncomfortable environment (i.e. what was your teacher doing, other students, colleagues, etc.)? How did you respond to this situation?

**In-Class Reading Activity: Practice!**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

“College Fear Factor” by Rebecca Cox (Chapter 2)

Group 1: “Student Anxiety” (p. 21-25)

Summarize the main idea of your section.

|  |
| --- |
|  |

Choose an important quotation.

|  |
| --- |
|  |

Explain why that quotation is important.

|  |
| --- |
|  |

Write a discussion question about your section

|  |
| --- |
|  |

Group 2: “The Fear Factor” (p. 25-31)

Summarize the main idea of your section.

|  |
| --- |
|  |

Choose an important quotation.

|  |
| --- |
|  |

Explain why that quotation is important.

|  |
| --- |
|  |

Write a discussion question about your section.

|  |
| --- |
|  |

Group 3: “Fear Management” (p. 31-39)

Summarize the main idea of your section.

|  |
| --- |
|  |

Choose an important quotation.

|  |
| --- |
|  |

Explain why that quotation is important.

|  |
| --- |
|  |

Write a discussion question about your section.

|  |
| --- |
|  |

Group 4: “Implications for Success” (p. 39-41)

Summarize the main idea of your section.

|  |
| --- |
|  |

Choose an important quotation.

|  |
| --- |
|  |

Explain why that quotation is important.

|  |
| --- |
|  |

Write a discussion question about your section.

|  |
| --- |
|  |

**Case Studies**

Josefina

This is an example from an accelerated ESL classroom at Cuyamaca two years ago. The class takes students originally placed at five levels below transfer and attempts within two semesters to enroll them in a transfer-level English class. Week 8 into the semester, there is a “leap” of sophistication required in the reading and its subsequent writing assignment. This is make or break time for many students.

Josefina is a Mexican-American middle-aged student with two small children that she is raising on her own. She has just left a shelter for abused women and has found an apartment on her own for the first time. Her ex-husband is a drug addict, has a restraining order, and has not been granted visitation rights. Josefina has felt out of her depth since starting the class. She says, “I have never read anything in English more than on a grocery item. Now I am supposed to read a whole book! And the teacher wants me to write a whole essay! It is too much!”

She has just done her first assignment and gotten a C-, and she is nervous about the first in-class essay. One of her children is sick at home. The pressure is tremendous. The deadline for dropping a class is in two weeks. She comes up and asks the teacher if she should drop now. She says she has never been a good student and does not believe she is capable of doing what the other students (mostly younger) in the class can do.

|  |
| --- |
| Notes: |

Jamail

Once again, Miss Wellintentioned was having issues with one of her students, Jamail. He was enrolled in her once-a-week transfer-level English class, and it was week eight of the semester. For this class session, students had an essay due.

The college policy is that students can only miss two weeks of class (in this case, two class sessions) before they may be dropped from the class. Miss Wellintentioned enforces this college policy, and she also has a long-standing class policy that students who miss more than twenty minutes of a class period are marked absent. In her experience, students who came late did not care enough about her class and were usually not successful. Also, she wanted to be sure that students received all of the course material and instruction. Thus, the late policy had worked for her because she believed it encouraged students to be punctual. Miss Wellintentioned has another course policy stating that work is due at the beginning of class and will not be accepted late. She also found that this policy helped students develop responsibility for turning in their work on time.

Pervious to this particular class session, Jamail had been late twice and had already missed class twice. Miss Wellintentioned fought the urge to roll her eyes as she took roll and noticed that Jamail was absent or late, again. About thirty minutes after class began, Jamail stumbled into class. His face was red and sweaty, as if he had been running. He sat down in the back of the room, but Miss Wellintentioned was irritated that he had disrupted class by entering late.

Jamail sat quietly, as usual, while the class discussed the day’s reading assignment for the next twenty minutes. It wasn’t clear that he had read, as he did not contribute to the conversation. When he did attend class, he rarely participated and kept to himself.

During the break, Jamail approached Miss. Wellintentioned. With his essay in his hand, he said, “Here’s my essay.”

Miss. Wellintentioned saw this coming. “I’m sorry Jamail,” she said. “But I can’t accept your essay. As it says in the syllabus, work is due at the beginning of class. It’s now the middle of class.”

Jamail hung his head. He turned and walked away without saying a word.

“Jamail,” she continued. “You were also more than twenty minutes late today. As it says in the syllabus, that kind of tardy counts as an absence. You have three absences now, so I have to drop you from the class.”

“You can’t,” he protested. “I really need this class. Please, teacher, don’t drop me. I won’t be late again, I promise.”

“I’m sorry Jamail, but that’s the course policy. If I don’t follow it in your case, it won’t be fair to the other students in class.”

|  |
| --- |
| Notes: |

Jane

Jane is enrolled in a co-requisite English course, designed for students who have placed one-level-below transfer. The course meets twice a week for College Writing (2 hours), and the co-requisite support course (1 hour) meets directly afterwards.

During the first two weeks of the class, Jane attends regularly, but often seems distracted, commonly falling asleep during class. The instructor tries to engage her by calling on her for low-stakes questions and encouraging her to take a short bathroom break or grab something to drink to help wake up. Jane has also neglected to turn in any assignments, and when asked about this during brief fess-up sessions, mentions that she is busy.

In week three, the instructor takes Jane aside to discuss performance in the class, inquiring how she’s doing, and what might be going on in her life that affects her ability to do school work. Jane replies that she is working two jobs, and only taking the required English and math courses to try and balance. She also mentions that she’s not very good at English, and is worried that the assignments will be too difficult.

The instructor encourages Jane to try and find some time to complete homework assignments, explaining that reading strategies and writing responses are really more about brainstorming and “getting your thoughts on paper.” The instructor encourages Jane to just start writing something, without worrying how good it will be, and turn it in, because the homework assignments are graded for completion, so she can at least build up points in preparation for the essay. The instructor also mentions that smaller assignments can help Jane practice for the essays.

The next class meeting, Jane has all her assignments, and over the next several weeks, she does turn in more, though she still sometimes misses smaller assignments and doesn’t turn in the diagnostic essay. In a class reflection, Jane writes that she was worried the assignments were going to be too hard, but once she attempted them, she found they weren’t that bad.

When the first essay assignment is due in week 6, Jane is absent and doesn’t have a completed draft. She brought a short draft to peer review, and did pre-writing assignments. She emails the instructor to say that she has had a fever, then was in a car accident, asking for an extension on the assignment. The instructor emails back to encourage Jane to turn in her essay the following week with a small late penalty, and reminds Jane of the course’s extra credit policy to re-revise a graded essay, which could help remove the late penalty later.

When Jane arrives in class the following week, she mentions she has had a slight concussion, and is unable to look at computer screens for too long. The instructor asks whether Jane has been able to see a doctor and how long she might need to stay away from screens. The instructor and Jane decide that Jane can use the extra-credit option to turn in her essay two weeks later. In week 8, at the agreed upon date, Jane comes with a short draft of her essay (2 pages rather than the required 4), similar to the one she brought for peer review several weeks earlier. The instructor is concerned that while Jane has shown some willingness to try and complete the course, these outside issues will prevent her from being successful.

|  |
| --- |
| Notes:  |

**Writing Activity: Practice! (Part 1)**

Look back at your freewrite from the “Write, Pair, Share” preview activity we completed earlier (p. 5 of this packet). Below, take 10 minutes to write a fully developed extended example paragraph you are ready to share with a partner.

|  |
| --- |
| Write your paragraph here  |
|  |

**Writing Activity: Practice! (Part 2)**

**Directions:** **First**, with your partner, look back at the text and find at least two (2) Golden Lines that you think help explain your personal extended example (i.e. are there any lines from Cox’s chapter that relate to your example?) and write them in the first column. **Second**, in the next column, explain how the Golden Lines you selected connect to your experiences.

 Explain how Golden Lines connect

 Golden Lines to your personal example

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |