

# Living Critical Sociocultural Pedagogy in Classroom Practice

Dr. Annela Teemant (ateemant@iupui.edu)

## Professionalizing Teacher Practice through Sustained Focus on Student Learning

With 10 years of instructional coaching and evaluation experience, Dr. Annela Teemant has developed a two-year instructional coaching program for teachers of English language learners in the regular classroom. The targets for instructional coaching have emerged as a three-tiered approach to differentiated instruction. Effective differentiation must support teachers in (a) transitioning from whole class to predominately small group instruction, (b) designing activities using critical sociocultural principles of learning that operationalize assisted performance to learn (i.e., The Six Standards for Effective Pedagogy), and (c) building a culture of recognition in the classroom that honors students' lived experiences and development through relationships, curriculum, community, and real-world empowerment. Statistically significant correlational, repeated measures, and quasi-experimental studies in Indiana and nationally document significant (a) teacher growth from coaching, (b) clear patterns of elementary and secondary teacher development, (c) the sustainability of teacher growth, and (d) increases in student achievement. These academic gains are evident on LAS Links and standardized state exams for both native speakers and non-native speakers of English.

## Instructional Coaching Performance Targets

### STANDARDS FOR Effective Pedagogy

#### STANDARD 1 Joint Productive Activity (JPA) Teacher and Students Producing Together

Facilitate learning through joint productive activity among teacher and students.

Enacting Level: The teacher and a small group of students collaborate on a shared product.

#### STANDARD 2 Language & Literacy Development (LLD) Developing Language and Literacy Across the Curriculum

Develop competence in the language and literacy of instruction across the curriculum.

Enacting Level: The teacher provides structured opportunities for students to engage in sustained reading, writing, or speaking activities; and assists academic language use or literacy development by questioning, rephrasing, or modeling.

#### STANDARD 3 Contextualization (CTX) Making Meaning: Connecting School to Students' Lives

Connect teaching and curriculum to experiences and skills of students' home and community.

Enacting Level: The teacher integrates the new activity/information with what students already know from home, school, or community.

#### STANDARD 4 Challenging Activities (CA) Teaching Complex Thinking

Challenge students toward cognitive complexity.

Enacting Level: The teacher designs and enacts challenging activities with clear standards and performance feedback, and assists the development of more complex thinking.

#### STANDARD 5 Instructional Conversation (IC) Teaching Through Conversation

Engage students through dialogue, especially the Instructional Conversation.

Enacting Level: The teacher has a planned, goal-directed conversation with a small group of students on an academic topic; elicits student talk by questioning, listening, and responding to assess and assist student understanding; and inquires about students' views, judgments, or rationales. Student talk occurs at higher rates than teacher talk.

#### STANDARD 6 Critical Stance (CS) Teaching to Transform Inequities

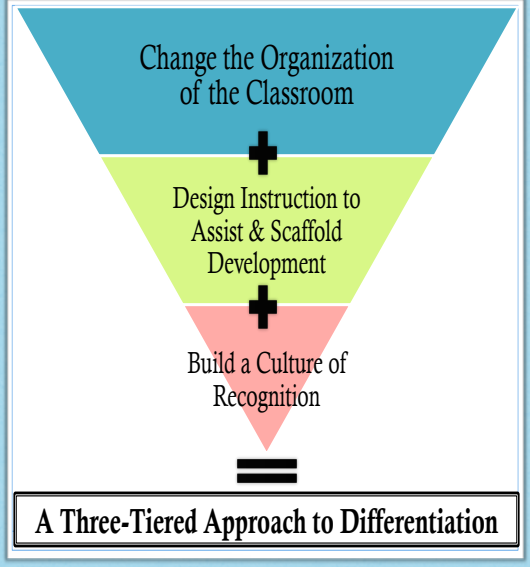
Empower students to transform society's inequities through democracy and civic engagement.

Enacting Level: The teacher consciously engages learners in interrogating conventional wisdom and practices, reflecting upon ramifications, and seeking actively to transform inequities within their scope of influence in the classroom and larger community.



Center for Research on Education, Diversity & Excellence (CREDE) | <http://crede.berkeley.edu>  
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TRANSFORMING AND RENEWING GROWTH OF EDUCATORS AND TEACHERS OF TEACHERS



### Critical Sociocultural ESL Instructional Coaching:

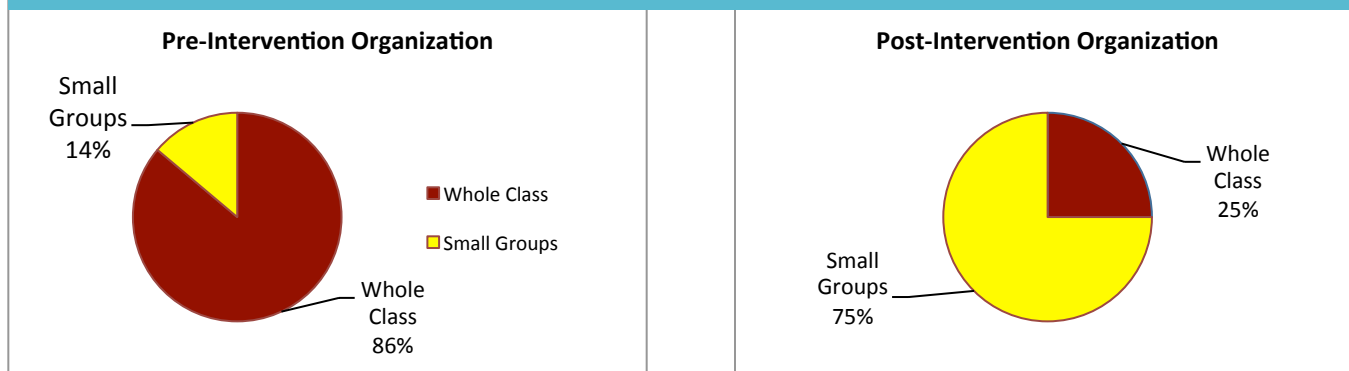
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### Key Literature:

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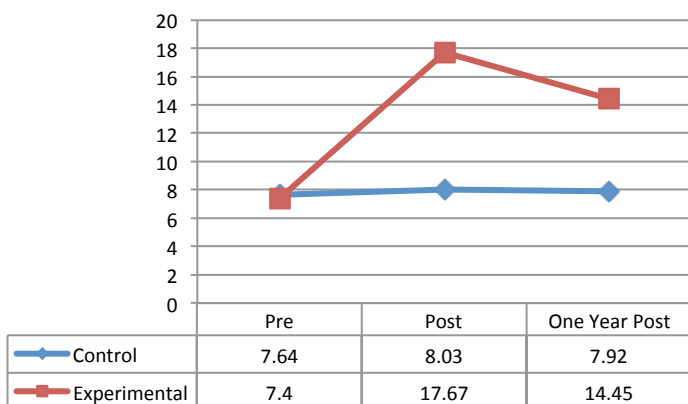
# Statistically Significant ESL Instructional Coaching Outcomes

**Tier One: Change the Organization of the Classroom.**  
Teachers changed from whole class to small group configurations.

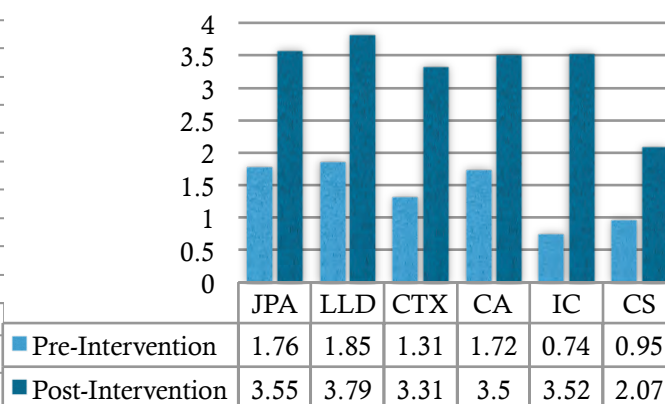


**Tier Two: Design Learning Activities Using Enduring Principles of Learning Called the Six Standards.**  
Teachers increased use of pedagogical practices that focus on learning and sustained use of those practices one year after the end of coaching.

**Sustainability of Six Standards Use by Total Score**



**Teacher Change By Individual Standard (4 point scale)**



## Tier Three: Building a Culture of Recognition by Teaching to Transform Inequities (Civic Engagement)

The impact of teacher use of Critical Stance was positive and significant on students' ISTEP+ Language Arts and LAS Links scores. The LAS Links tables are provided below. The more consciously teachers engaged learners in questioning conventional wisdom, reflecting from multiple perspectives, and seeking actively to apply school learning to real-life contexts, the greater the academic gains.

**Pearson Product Moment Correlations for Teacher Growth in Six Standards and 2009 Overall LAS Link Assessment**

Teacher Growth In Use	r	r2	p Level (2-Tailed)
Critical Stance	.504*	.25	< .001
Challenging Activities	.327*	.11	< .001
Joint Productive Activity	.300*	.09	< .001
Contextualization	.015	.00	.839
Language and Literacy	.012	.00	.863
Instructional Conversation	.106	.00	.140

N = 197; \* = Statistically significant correlation

**Pearson Product Moment Correlations for Teacher Growth in Use of Critical Stance and 2009 LAS Links Assessments**

LAS Links Domains	Growth Score r	r2
Listening	0.413*	0.169
Speaking	0.407*	0.166
Writing	0.408*	0.166
Comprehension	0.505*	0.302
Overall	0.489*	0.239

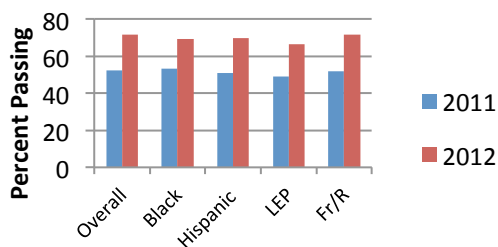
N = 194; \*Statistically significant at p < 0.001 level (two-tailed)

When coached a second year to differentiation, students experienced a 22% increase on ISTEP+ scores at School 96 of Indianapolis Public Schools:

Means and Standard Deviations for Teacher Growth in Use of the Six Standards in Rank Order (N = 197)

Six Standards Growth	M	SD
1. Instructional Conversation	1.18	0.77
2. Contextualization	1.06	0.46
3. Critical Stance	0.87	1.19
4. Challenging Activities	0.78	0.65
5. Joint Productive Activity	0.77	0.67
6. Language and Literacy	0.73	0.47

**ISTEP ELA Comparison 2011-2012**



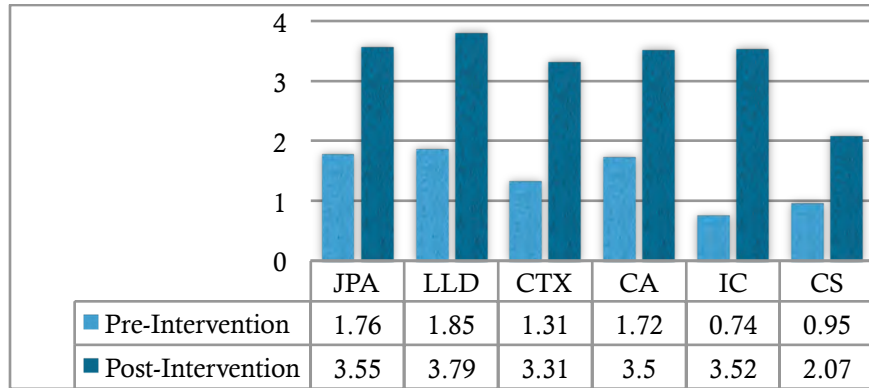
**Regression Analysis of Growth in Six Standards on 2009 LAS Links Overall Assessment**

Independent Variable:	B	Beta	t
Teacher Growth			
Joint Productive Activity	54.26	0.67	7.72**
Language and Literacy	-22.61	-.20	-2.45*
Contextualization	-44.54	-0.38	-5.52**
Challenging Activities	32.60	0.40	5.42**
Instructional Conversation	-36.97	-0.52	-4.85**
Critical Stance	25.94	0.56	10.31*

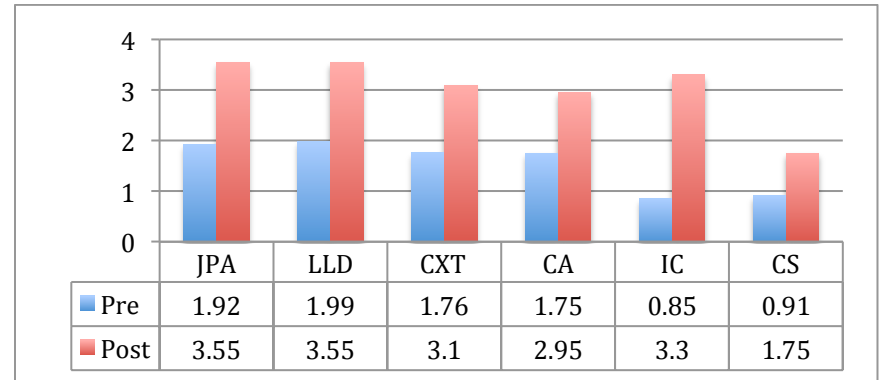
R<sup>2</sup> = 0.29, F(6, 190) = 38.52\*\*

\*p = .02; \*\*p < .001

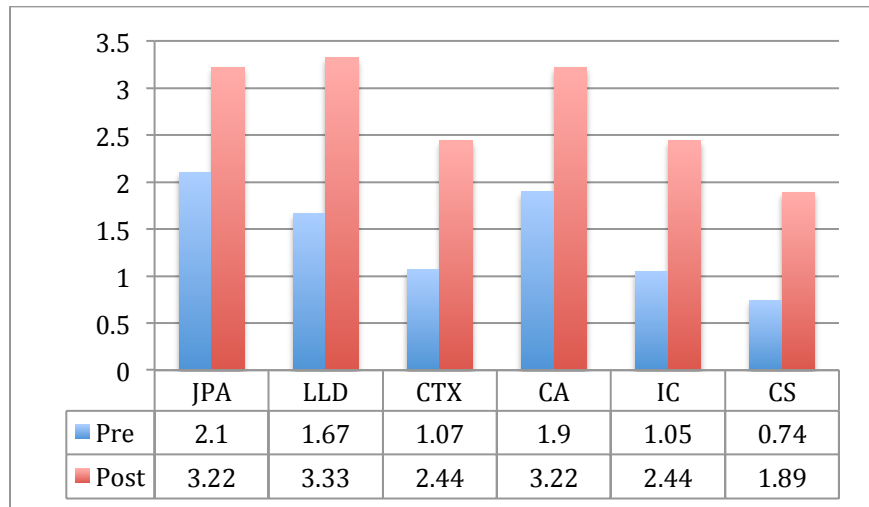
**Coached K12 Teachers**  
(Total Score Change: 7.40 to 17.67)



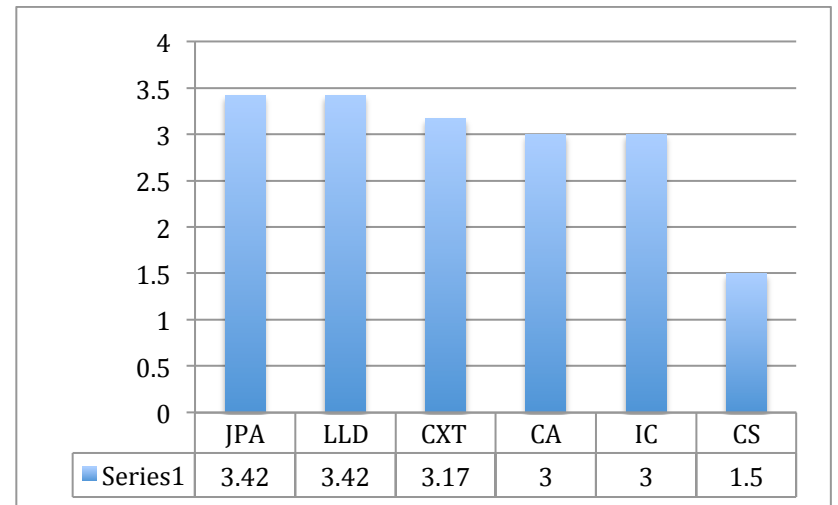
**Coached Teacher Educators**  
(Total Score Change: 9.2-18.00)



**Pre-Post Six Standards Use for Graduate Cert. Students**



**Student Teacher Performance in Coached Teacher Classrooms**



### Standards Performance Continuum Plus: A Classroom Observation Rubric

	NOT OBSERVED	EMERGING	DEVELOPING	ENACTING	INTEGRATING
<i>General Definition:</i>	<i>The standard is not observed.</i>	<i>One or more elements of the standard are enacted.</i>	<i>The teacher designs and enacts activities that demonstrate a partial enactment of the standard.</i>	<i>The teacher designs, enacts, and assists in activities that demonstrate a complete enactment of the standard.</i>	<i>The teacher designs, enacts, and assists in activities that demonstrate skillful integration of multiple standards simultaneously.</i>
<b>Joint Productive Activity</b> <i>Teacher and Students Producing Together</i>	Students work independently of one another.	Students are seated with a partner or group, AND (a) collaborate or assist one another, OR (b) are instructed in how to work in groups, OR (c) contribute individual work, not requiring collaboration, to a joint product.	The teacher and students collaborate on a joint product in a whole-class setting, OR students collaborate on a joint product in pairs or small groups.	The teacher and a small group of students collaborate on a joint product.	The teacher designs, enacts, and collaborates in joint productive activities that demonstrate skillful integration of multiple standards simultaneously.
<b>Language &amp; Literacy Development</b> <i>Developing Language and Literacy Across the Curriculum</i>	Instruction is dominated by teacher talk.	(a) The teacher explicitly models appropriate language; OR (b) students engage in brief, repetitive, or drill-like reading, writing, or speaking activities; OR (c) students engage in social talk while working.	The teacher provides structured opportunities for academic language development in sustained reading, writing or speaking activities. (Sustained means at least 10 minutes. If it is a whole class arrangement, then more than 50% of the students are participating. No turn taking.)	The teacher designs and enacts instructional activities that <i>generate</i> language expression and development of ‘content vocabulary,’ AND <i>assists student language use or literacy development</i> through questioning, rephrasing, or modeling.	The teacher designs, enacts, and assists in language development activities that demonstrate skillful integration of multiple standards simultaneously.
<b>Contextualization</b> <i>Making Meaning – Connecting School to Students’ Lives</i>	New information is presented in an abstract, disconnected manner.	The teacher (a) includes some aspect of students’ everyday experience in instruction, OR (b) connects classroom activities by theme or builds on the current unit of instruction, OR (c) includes parents or community members in activities or instruction, OR (d) connects student comments to content concepts.	The teacher makes incidental connections between students’ prior experience/knowledge from home, school, or community and the new activity/academic concepts.	The teacher integrates the new activity/academic concepts with students’ prior knowledge from home, school, or community to connect everyday and schooled concepts.	The teacher designs, enacts, and assists in contextualized activities that demonstrate skillful integration of multiple standards simultaneously.
<b>Challenging Activities</b> <i>Teaching Complex Thinking</i>	Activities rely on repetition, recall, or duplication to produce factual or procedural information.	The teacher (a) accommodates students’ varied ability levels, OR (b) sets and presents quality standards for student performance, OR (c) provides students with feedback on their performance.	The teacher designs and enacts ‘challenging activities’ that connect instructional elements to academic content OR advance student understanding to more complex levels.	The teacher designs and enacts challenging activities with clear standards/expectations and performance feedback, AND assists the development of more complex thinking.	The teacher designs, enacts, and assists in challenging activities that demonstrate skillful integration of multiple standards simultaneously.
<b>Instructional Conversation</b> <i>Teaching Through Conversation</i>	Lecture or whole-class instruction predominates.	With individuals or small groups of students, the teacher (a) responds in ways that are comfortable for students, OR (b) uses questioning, listening or rephrasing <i>to elicit student talk</i> , OR (c) converses on a nonacademic topic.	The teacher converses with a small group of students on an academic topic AND <i>elicits student talk</i> with questioning, listening, rephrasing, or modeling.	The teacher: designs and enacts an instructional conversation (IC) with a clear academic goal; listens carefully to assess and assist student understanding; AND questions students on their views, judgments, or rationales. Student talk occurs at higher rates than teacher talk.	The teacher designs, enacts, and assists in instructional conversations that demonstrate skillful integration of multiple standards simultaneously.
<b>Critical Stance</b> <i>Teaching to Transform Inequities</i>	Instruction reflects appropriate content area standards.	The teacher designs instruction using variety, which includes (a) multiple sources of information; OR (b) values and respects multiple perspectives; OR (c) supports learning through multiple modalities.	Using variety, the teacher designs instruction that positions students to generate new knowledge resulting in (a) original contributions, products, or expertise; OR (b) students’ questioning and reflecting on issues from multiple perspectives.	The teacher designs or facilitates instruction that consciously engages learners in (a) interrogating conventional wisdom and practices; AND (b) reflection upon ramifications of such practices; AND (c) actively seeks to transform inequities within their scope of influence within the classroom and larger community.	The teacher designs, enacts, and assists in critical stance activities that demonstrate skillful integration of multiple standards simultaneously.