

How CLAVES® Changed my Teaching

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My name is Jon Nagel and I am in my sixth year of teaching at Clovis High School Freshman Academy in Clovis, NM. I started CLAVES® training as part of a Clovis Municipal Schools (CMS) initiative that began in January 2021. I participated with other secondary social studies teachers as part of a specific cohort. CLAVES® is a framework that provides educational stakeholders with the professional learning needed to create an environment of differentiated, inclusive, and validating instruction in schools that serve multilingual learners (MLs). CMS leaders participated in the first two days of this professional development opportunity in which they learned about the framework and how their commitment to the CLAVES® objectives would benefit teachers and students. As a result of their participation, district leaders felt that the CLAVES® framework would support our work with the many multilingual learners enrolled in our district with strategies and activities that enhance our ability to motivate and instruct.

The CLAVES® framework consists of six days of training spread out over the school year. Four of them were used to introduce the 8 Pathways and corresponding research and theory by modeling protocols and activities that we could immediately use in our classrooms. In addition, two days of the training were focused on VISITAS® - Viewing Sheltered Instruction for Teaching and Student Success. VISITAS® is a non-evaluative observation protocol in which we went into each other's classrooms and had specific "look-fors" correlated

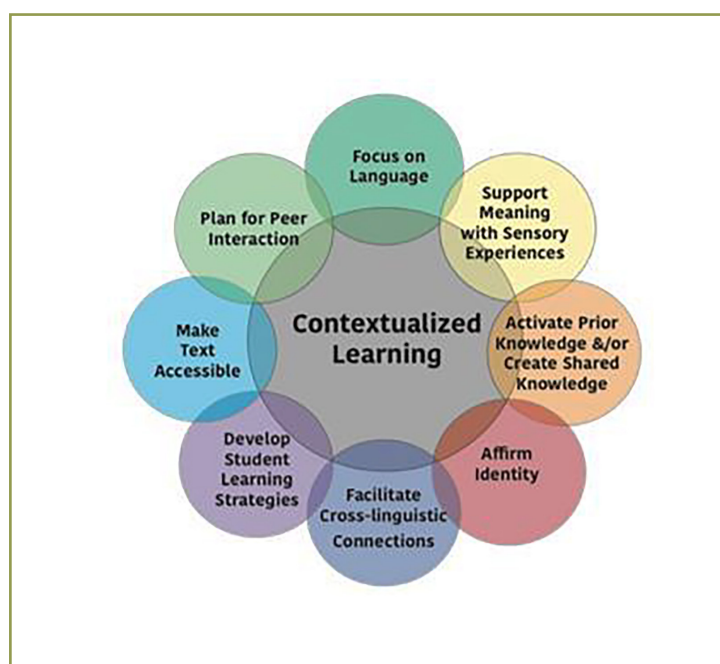
to the 8 Pathways: Focus on Language, Accessing Prior Knowledge and Creating Shared Knowledge, Support Meaning with Sensory Experiences, Activate Prior Knowledge &/or Create Shared Knowledge, Affirm Identity, Facilitate Cross-Linguistic Connections, Develop Student Learning Strategies, Make Text Accessible, and Plan for Peer Interaction. For example, if our focus was on Plan for Peer Interaction, our look-fors might include paired or small-group

activities in which students engage in a problem-solving activity. We'd look for whether students knew how to engage in productive, academic conversations and work collaboratively to complete the assignment. These VISITAS® classroom observations were then compiled and analyzed to identify specific CLAVES® teaching strategies that were being implemented schoolwide and to plan next steps to ensure that teachers had the knowledge

and support to implement other strategies and activities correlated to the 8 Pathways. Plans for next steps often include training of specific strategies, time to collaborate with content colleagues, structures to ensure effective and timely collaborations, and/or materials and supplies to enhance instruction. Since the entire cohort participates in planning for next steps, the buy-in is substantial.

I had the opportunity to observe English Language Arts teachers conduct online classes as part of VISITAS® classroom observations in the spring of 2021. I watched as students shared

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CLAVES®' 8 Pathways provide a framework for creating contextualized learning for access, validation, equity, and success.



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Google Slides in small breakout groups and was impressed with the level of student engagement. Every student was participating—writing on their group’s Google slide with evidence from their small-group discussions. The strategies that were modeled for us as part of the CLAVES’ training were used with great success with these students. I was sold! I immediately started looking for more CLAVES’ strategies to implement as part of my own teaching practice.

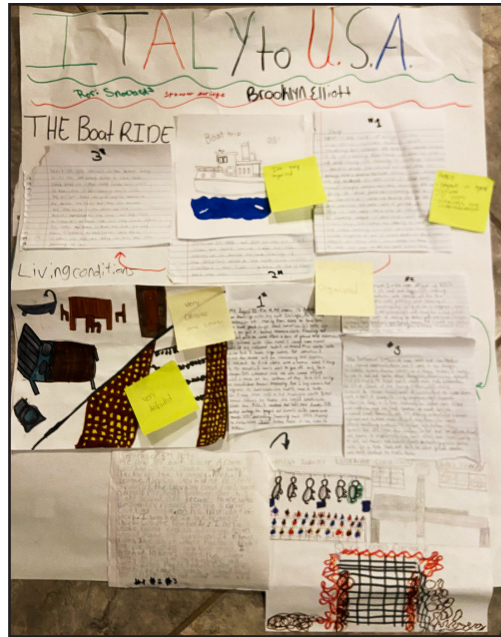
Incorporating CLAVES’ strategies into my teaching practice has evolved into the following system: I form heterogeneous student groups and have each group create posters around the social studies concepts we are studying. Then, each group presents their poster in a gallery walk, with one student explaining and teaching while the rest learn from other groups. The groups reconvene and share their learning and make connections with the concepts they learned from each of the groups. One of the scaffolds for this system is providing students with a guiding- questions graphic organizer that is introduced and practiced. Regarding classroom management, I found that a timer was essential to keep students engaged and on task.

For the unit, Immigration During the Industrial Revolution, students were given the opportunity to investigate how peoples from Europe and Asia traveled to the United States to build a better life for themselves and their families. For each of my classes, I had an average of six heterogeneous groups. I determined the makeup of the groups based on the last nine-weeks testing. Each group included one high, medium, and lower-achieving student. The key concepts for each group were determined from our content standards and our roadmap of concepts. Our roadmap was developed by our department to ensure that all history teachers were on the same content at the same time. By using the roadmap, along with

Know-Show Charts, each teacher has the data to decide whether to reteach concepts not yet attained or to introduce new concepts. Our history department meets and discusses data and engagement strategies weekly during our PLC meetings. Together, we discuss possible strategies and protocols and how to incorporate them. As a result, we have been able to teach faster and more successfully throughout this school year.

I analyzed my students’ nine-week data after implementing these CLAVES’ strategies and found significant growth for all my students! Before my participation in CLAVES’ training, I noticed that many of my students’ achievement data would plateau over the course of the school year. Now that I have been implementing the CLAVES’ strategies, I have noticed an increase in student engagement, confidence, and nine-week test scores for all my students. For example, before CLAVES’ the range of 3rd nine-week test scores was 60%, with 70% of students’ scores increasing from the 2nd nine weeks. Now, after implementing CLAVES’ strategies, the range of 3rd nine-weeks test scores is 70% with 80% of students’ scores increasing from the 2nd nine weeks.

I realize now that I am teaching for equity. I am providing access to the content for ALL my students regardless of their language levels and individual education plans. In addition to engaging all students, the CLAVES’ structures have given me time in the classroom to focus on individual student needs and talents. The most important result that I have seen is my students’ growing confidence and knowledge that they can succeed academically!



Students worked in teams to create posters around key social studies concepts for their Immigration During the Industrial Revolution unit.

For more information about how CLAVES® can impact your instruction, please email Evelyn Chávez at evelyn@dlenm.org.

