

Chicagoland Partners for ELL Education

Two Day Symposium for District
Administrators

December 2 & 16, 2008

9:30 – 11:30 a.m.

Facilitated by:

Marla Susman Israel, Ed.D.

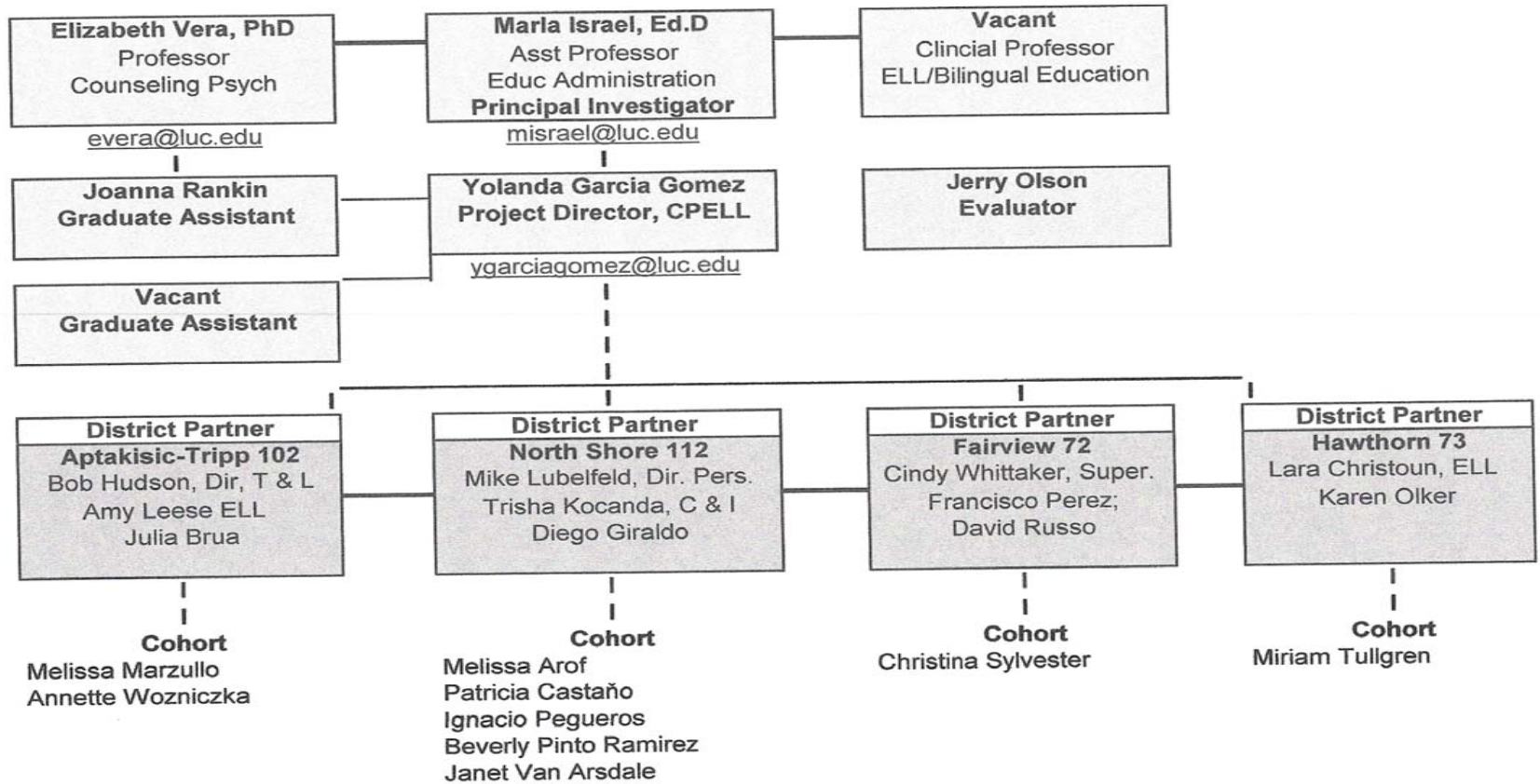
Assistant Professor

Loyola University Chicago

Chicagoland Partners for ELL Grant

1. CPELL provides 30 Chicagoland classroom teachers to complete a Master of Education Degree in Instructional Leadership with an emphasis on ELLs through LUC. Embedded in this graduate program are the six courses necessary to obtain an ELL State Credential as well as a type 75 Administrative Certificate.
2. CPELL will feature quarterly Symposiums to provide on-going and school-wide professional development opportunities for teachers from the project school districts. Symposiums will be held for counselors and principals from participating schools to support their efforts on behalf of ELLs.
3. Additionally, interactive workshops will be held on-site at participating district schools for parents of ELLs. These on-going sessions will better equip parents to support and advocate for the academic achievement of their children.
4. A Learning Community communication network will be established at all participating schools supported by an electronic interactive networking system.
5. A Governing Board will provide overall coordination for the project.
6. Finally, the development of institutional capacity at both LUC and the partnering schools and school districts is central to the design of this project.

CHICAGOLAND PARTNERS FOR ENGLISH LANGUAGE LEARNERS (CPELL)
Loyola University Chicago - Department of Education, OELA



Aptakistic – Tripp School District #102

What we value...

- ◆ **In terms of instruction in the second language**, we believe in linking prior experiences and knowledge to make connections for our English language learners. All resources and units are parallel to the mainstream curriculum. We commingle the language acquisition process with content instruction.
- ◆ **In terms of instruction in the first language**, the primary language sets a firm foundation for learning. While both native and second languages interact, our instruction acknowledges the rich, elaborative first language experience.
- ◆ **In terms of instruction in the areas of language and content**, we advocate for our individual student needs. Staff development and shared responsibility between the general education classroom teachers and English language learners is crucial to our students' success. We take students from where they are, see them as capable, and help them to achieve their academic and social goals.
- ◆ **In terms of culture**, language acquisition and cultural experiences are intertwined. Embracing and accepting others for what they bring to us is paramount to our success.
- ◆ **In terms of parent involvement**, it is important to engage parents as a valuable resource and as an asset in the child's learning experience as we reinforce and extend conceptual knowledge.
- ◆ **In terms of other issues**, clear communication is a continuum of developmentally appropriate instruction and assessment.

Intended outcomes for this session

- ◆ _____ Skills to better involve parents of ELLs in classroom instruction.
- ◆ _____ Better understanding of the cultures of ELLs.
- ◆ _____ Strategies to work effectively with parents of ELLs.
- ◆ _____ Assessment and diagnosis of learning needs of ELLs (**worked on with specialists on Oct. 3rd and Nov. 7th**)
- ◆ 4 **Better understanding of second language acquisition.**
- ◆ 1 **Assistance preparing ELLs for standardized tests.**
- ◆ _____ Creating support services at my school that prepare teacher to more effectively teach ELLs.
- ◆ _____
- ◆ _____ Applying state standards to teaching ELLs.
- ◆ 2 **Fostering collaborative learning environments in regular classrooms for ELLs.**
- ◆ 3 **Providing an understanding of how diversity manifests itself within the educational setting with an emphasis of effective communication strategies for parents**

Will and Capacity

Understanding Motivation

Will and Capacity within Organizations

Positive Will + Positive Capacity = Active Use

Only if the following three components are met:

- Personnel Mobilization
- Necessary Functions
- Linkages

	<i>Positive Will</i>	<i>Negative Will</i>
<i>Positive Capacity</i>	Active Use	Passive resistance to Actual sabotage
<i>Negative Capacity</i>	Creativity to Demoralization	Resistance to Inertia

Questions in Style

- ◆ Graffiti activity concerning ELL education

Adapted and used with permission
from:

Silver, H. & Strong, R. (1980) Learning
styles and strategies. Ho-Ho-Kus,
N.M. Thoughtful Education Press

THE ICEBERG OF LANGUAGE

BICS – Basic Interpersonal Communication Skills:
This is conversational language. Language on the
surface.

CALPS – Cognitive Academic Language
Proficiency Skills (academic language) Language of
deep understanding.





The Iceberg of Culture



The Iceberg of Culture

“The privatization of moral discourse in our society has created a deep sense of moral loneliness and moral illiteracy, the absence of a common language prevents people from reading about and talking about the moral issues they face.”

Bolman & Deal: *Leading with Soul* (1995)

Language Minority Education Programs

Early Exit Bilingual Model – Three years out model. Uses native language as a bridge to target language. Goal is for child to become fluent in target language.

Late Exit Bilingual Model – Five to seven years and out model. Uses native language as a bridge to target language. Goal is for child to become fluent in the target language.

Language Minority Education Programs

Maintenance Heritage Language

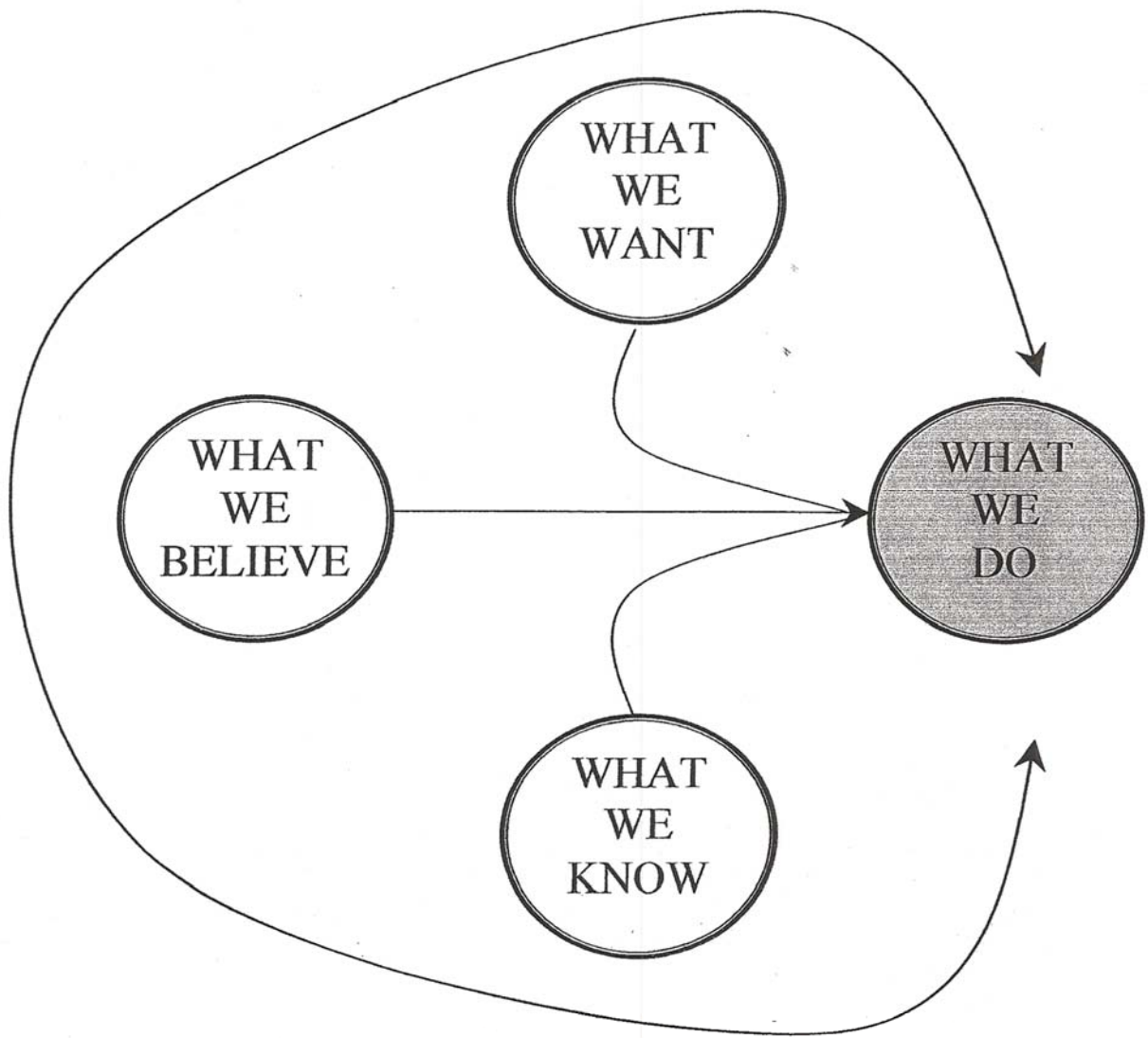
Program – Class composed of SAME native language speakers. Goal is to maintain language while learning the target language.

Dual Language Model – Class is composed of half native language and half target language speakers. Goal is for both groups of children to become bilingual in both languages.

Language Minority Programs

Immersion Model – Sink or swim. Goal is for child to become fluent in target language.

ELL Model/TPI model (formerly ESL) – Class is composed of many different native language speakers. Using specific strategies, students learn target language through the use of the target language. Children within each language group only speak native language to each other. Goal is for child to become fluent in target language.



The Four Circles Model

Danielson, C. (2002). Enhancing Student Achievement: A Framework for School Improvement. Alexandria, VA: ASCD.

WIDA Standards and The Can Do Statements

www.wida.us/standards/elp.aspx

Best practices in ELL education

- ◆ Sheltered Instruction/Constructivist
 1. Values prior knowledge
 2. Is context embedded
 3. Integrates cooperative group work
 4. Uses total physical response (gesture)
 5. Uses multidimensional assessment
 6. Integrates language, content, and process

The Water Cycle

- Water Cycle: What vocabulary words are important for understanding?
 - ◆ How can you use gestures to represent the vocabulary?
 - ◆ How can you use pictures to represent the vocabulary?
 - ◆ How can you have repeated exposures to the vocabulary?
 - ◆ How can you use technology to assist in the teaching?
 - ◆ How might these strategies help all of your students – not just the ELL's?

Modify Teacher Talk

- ◆ Be aware of idioms (Jodi Reiss, 2008)
- ◆ Use meaningful gestures
- ◆ Teacher think alouds
- ◆ Slow down
- ◆ Use visuals
- ◆ Unclutter the classroom environment
- ◆ Think-pair-share while teaching
- ◆ Allow extended wait time

More Strategies for Instruction

- ◆ Cooperative Groups that purposefully group students across language proficiencies.
- ◆ Utilize family resources
- ◆ Utilize multi-media
- ◆ Language Experience Approach
- ◆ Reader's Theatre
- ◆ Group by like language and let children work together (process) in native language but produce for all in English.

For more information

Marla Susman Israel, Ed.D.

Assistant Professor

Loyola University Chicago

School of Education

(312)915-6336

misrael@luc.edu