

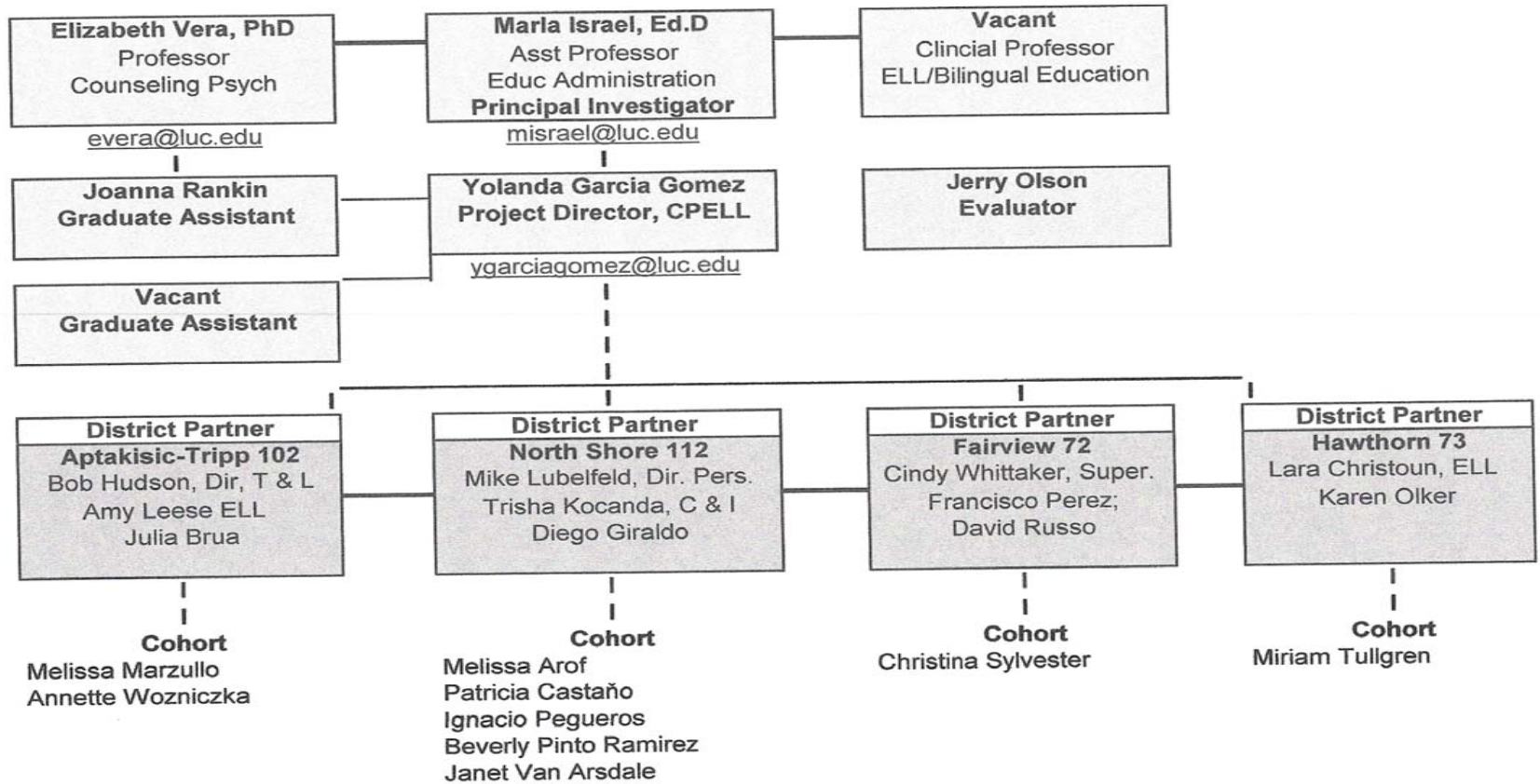
Chicagoland Partners for ELL
Education
Symposium for Hawthorn School
District Administrators
October 23, 2008

Facilitated by:
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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



Hawthorn 73 ESL Mission Statement

Hawthorn 73 shall provide specialized support for Limited English Proficiency Students in English as a Second Language in accordance with the district curriculum and in alignment to state standards (IL Learning Standards and WIDA Standards). The program will continue to service the LEP students until their second language no longer impacts their learning in the mainstream classroom.

ESL support will be provided with an opening and welcoming environment for families and support their ability to actively participate in the students' academic experience.

Looking at the Data

- ◆ AYP – Adequate Yearly Progress
- ◆ AMAO – Annual measures of Achievement Objectives for ELL
- ◆ IMAGE – no longer given to ELL students as of 2007 – 2008 *

- ◆ 51.5% of ELL's made AYP in reading and 68% in math. However, the cut-off for both is 62.5%.
- ◆ However, ELL's in District 73 did meet the Progress in English Target AMAO's 1 and 2.

Intended outcomes for this session

- ◆ Understand second language acquisition.
- ◆ Understand how culture impacts language learning.
- ◆ Explain the different ELL models and what they can and cannot achieve.
- ◆ Be able to identify best practices in ELL education.

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

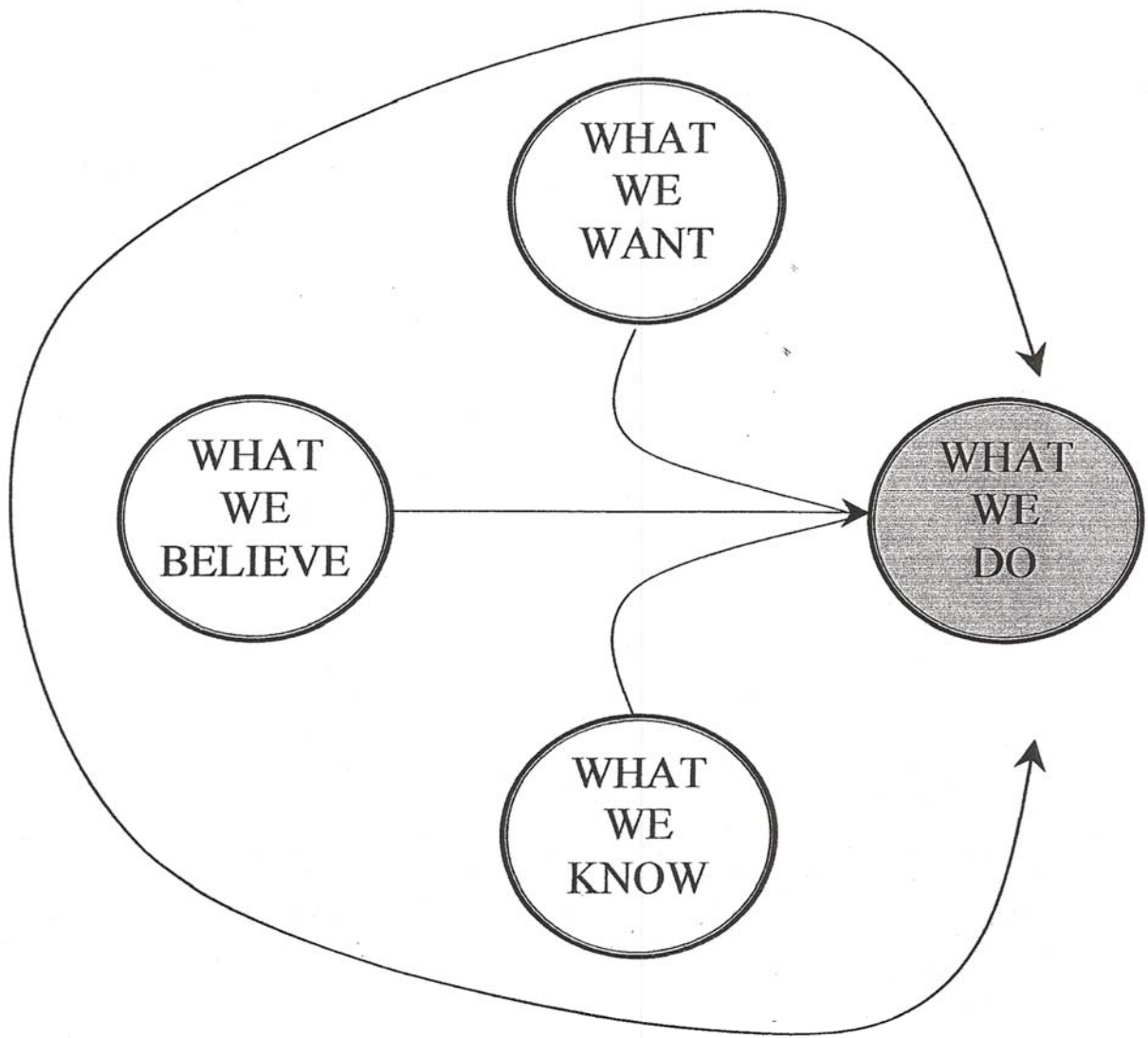
Program – Class composed of SAME native language speakers. Goal is to maintain language while learning the target language.

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

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