

Chicagoland Partners for ELL Education
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Facilitated by:
Marla Susman Israel, Ed.D.
Associate Professor
Loyola University Chicago

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Loyola University Chicago School of Education 820 N. Michigan
Ave, Chicago, IL 60611 Phone: 312-915-6318 – Email
cpell@luc.edu

The teachers of Cohort 1:
Jasmine Puthusseril, Christina Sylvester, Miriam Tullgren
And
Melissa Arof, Beverly Ramirez and Janet Van Arsdale

Supporting our ELL students using WIDA Data and Best Practices

► Today we will:

- Use the WIDA Standards to understand our ELL students
- Explore a sampling of best practices within each of the WIDA language proficiency levels.
- Understand what you, the instructional leader, should be observing in the ELL classroom to ensure positive student academic and social outcomes.
- Use the Language Development Plan – what you, the instructional leader can do to ensure that your teachers are incorporating best communication processes and teaching practices of ELL students

WIDA

World-Class Instructional Design and Assessment

- ▶ Levels of Language Proficiency
 - Listening, Speaking, Reading, Writing
 - ▶ Entering
 - ▶ Beginning
 - ▶ Developing
 - ▶ Expanding
 - ▶ Bridging
 - ▶ Reaching
- ▶ Remember, a student can “display” different levels of language proficiency within BICS and CALPS and within each of the language skill areas.
- ▶ Let us experience what this “feels like” for the ELL student.

Bootstapping

(Cloud, Genesse, Hamayan, 2009)

- ▶ ELL's use their home language to help them learn English much the way a child uses the straps to pull on their boots – it is much easier than if a child just tries to tug away at the boots themselves.
 1. Write down how you “bootstrap” as I read to you the following children’s classic piece of literature.
 2. What is your WIDA level for listening, speaking, and reading?
 3. Debrief

Reflect upon today's homework

- Review the Language Development Plan with a few key staff members in your building. Bring back their feedback to this communication model.
- Visit one class per ELL model within your building. What do you notice about the teaching occurring and the fidelity to each model? If you don't have an ELL class in your building, visit one in a colleague's building and bring back your reflections.

Application: As a team, choose one scenario. Then for the student described in the scenario, answer the following questions:

- ▶ First, using the knowledge gleaned from your classroom observations, what teaching strategies should you see for your chosen student in the classroom– *be specific*.
- ▶ Second, using the LDP format as a guide:
 - What data do you have about this student?
 - What data do you still need about this student?
 - What needs to be communicated amongst the teaching team members?
 - What should possible next steps be for this student?

Constructivist/Sheltered Instruction Theory and Theorists

- ▶ Krashen:
 - ▶ The role of MEANING
 - ▶ The role of COMPREHENSIBLE INPUT
 - ▶ The role of LOW ANXIETY
- ▶ Cummins
 - ▶ Proficiency in English used for COMMUNICATIVE PURPOSES
 - ▶ Proficiency in English used for ACADEMIC PURPOSES
 - ▶ EMPOWERMENT OF STUDENTS
- ▶ Long
 - ▶ the role of INTERACTION

Best practices in ELL education

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

Modify Teacher Talk

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

Emergent English Language Learner

Each time a child begins a new “topic,” he/she is emergent in the language all over again.

- Appropriate Strategies
 - ▶ Total Physical Response
 - ▶ Song/Jazz Chants
 - ▶ Wordless Picture Books
 - ▶ Vocabulary Cards (multiple uses)
 - ▶ Mimic Writing (print before cursive)
 - ▶ environmental print
 - ▶ Lists/Labels
 - ▶ home communication
 - ▶ Read a-louds/books on tape
 - ▶ Role of technology – creating meaningful products*

Selecting Words to Teach

(Cloud, Genesee, Hamayan, 2009)

- ▶ Select words that are important for understanding the essential concepts and the text.
- ▶ Do not exceed the number of words that student can remember (around 6 to 10 per lesson, depending on the learners' age and/or stage of proficiency)
- ▶ Select words that can advance student's word learning skills (words with particular prefixes or suffixes for example)
- ▶ Teach words that are frequent, useful and likely to be encountered in the content area. They should be highly transferrable to other units or content areas.
- ▶ Do not directly teach words if students can use context or structural analysis skills to discover the word's meaning.
- ▶ Be sure that you select an appropriately leveled passage to begin with, one for which you will only need to teach a small number of words prior to reading.

Using WIDA levels to differentiate instruction and teach vocabulary

1. You will be assigned a WIDA level.
2. Listen to the story of *The Kapok Tree*.
3. As I read you the story, using your assigned WIDA level, write down the vocabulary words you hear that would be appropriate to teach for that level.
4. Choose a theme/topic that you would teach using this book.
5. Now, using your chosen theme and your assigned WIDA level, review your list and narrow it down to 6 - 10 essential words.

Oral and Reading Development

BICS and CALPS Vocabulary

- ▶ Predictable Books
- ▶ Academic Language Literature
- ▶ Front-loading Vocabulary
- ▶ Multiple Exposures
- ▶ Text Structure – Match Mine
- ▶ “Hear” my words “Find” my words
- ▶ Sequence – Sentence Strips

Oral and Literacy CALPS vocabulary development

- ▶ Leveled Readers
- ▶ Semantic Feature Analysis Chart
- ▶ Frayer Model
- ▶ Vocabulary Card Questions
- ▶ Graphic Organizers
- ▶ Cooperative Learning

Writing Development

- ▶ Mimic Writing (see “emergent”)
- ▶ Language Experience Approach
- ▶ Collaborative Writing
- ▶ Poem/Cloze Templates
- ▶ Writing Scripts/Story Strip Templates
- ▶ Dialogue Journals

Putting it all together

- ▶ Assessment
- ▶ Background Knowledge Needed
- ▶ Target Vocabulary
- ▶ Reading/Writing Skills
- ▶ Teaching Strategies

Collaboration Among ELL and Mainstream Faculty

- ▶ Common Goals
- ▶ Common Vocabulary
- ▶ Common Reading Proficiencies
- ▶ Common Writing Proficiencies
- ▶ Complimentary Assessment Techniques
- ▶ Coordinated Communication System

Collaboration and Teaching

► Questions to Consider:

- Do we know the level of language proficiency the student has in his/her native language?
- Do we know the student's formal educational background?
- What is the student's English Language Proficiency Level in listening, speaking, reading and writing? BICS? CALPS?
- Is the student receiving comprehensible input for his/her English Language Level?
- Are appropriate assessments and teaching accommodations being made?
- Is the student being asked to behave in a way that is culturally uncomfortable for him/her?
- Is the student making progress or has the learning "stalled?"

Thank you.

► Please visit our website at:

- www.luc.edu/cpell

You will find symposium powerpoints for administrators, teachers and parents.

You will find out more about our great CPELL scholars.

You will find additional resources to help you serve your ELL children, families and your faculty.