

Chicagoland Partners for ELL Education  
Symposium for North Shore School District 112  
Administrators  
October 28, 2009  
1:00 - 3 p.m.  
Part 1

Facilitated by:  
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Department of Education

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The teachers of Cohort 1:  
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Goal: As instructional leaders we want to create a culture of ownership and collaboration between mainstream and ELL faculty to promote positive academic and social outcomes for all children

└ Today we will:

- Review the Iceberg of Language
- Review the Iceberg of Culture
- Understand the various ELL programs in NSSD 112's schools and how language and culture manifest themselves within each of the program models.
- Become acquainted with the *Language Development Plan* – a communication model to create a culture of ownership and collaboration between mainstream and ELL faculty to promote positive academic and social outcomes for all children.

# 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



# 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.

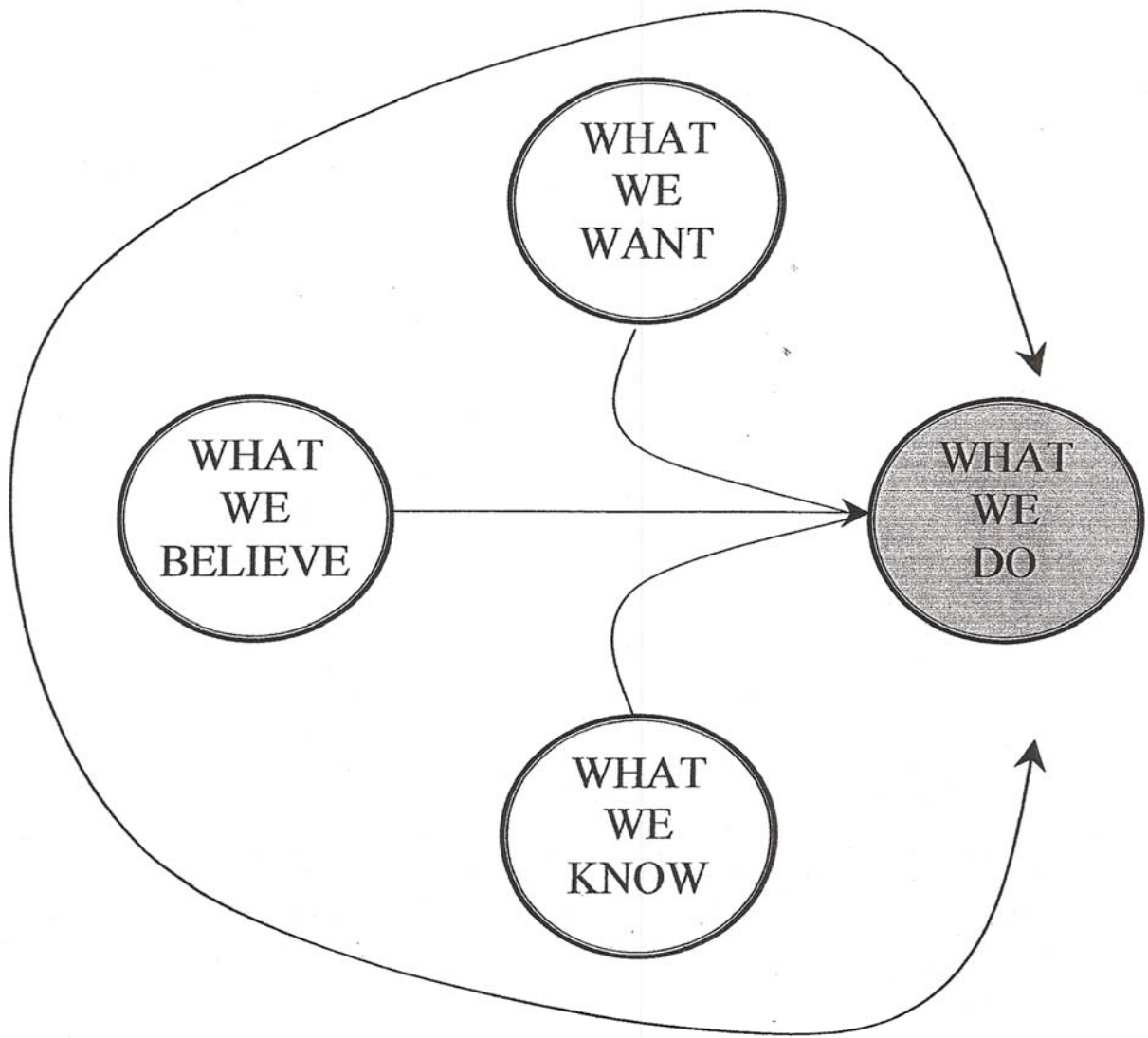
# Language Minority Education Programs

**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.

# 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



## **The Four Circles Model**

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

# Four Circles Model

- ┌ Apply theory to practice:

# Collaboration Among ELL and Mainstream Faculty

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

# Ownership and Collaboration between mainstream and ELL faculty to promote positive academic and social outcomes for all children

## ┘ 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?”

Language Development Plan – see separate packet.

# Part 2: November 16

## 12 – 3 p.m.

### ┘ 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.

### ┘ Focus for 11/16/09:

- Identifying best practices in ELL instruction in the classroom.
- Understanding what you, the instructional leader, should be observing in the ELL classroom to ensure positive student academic and social outcomes.

# Thank you.

└ Please visit our website at:

– [www.luc.edu/cpell](http://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.