

North Shore School District 112  
Administrative Professional Development  
August 5, 2008

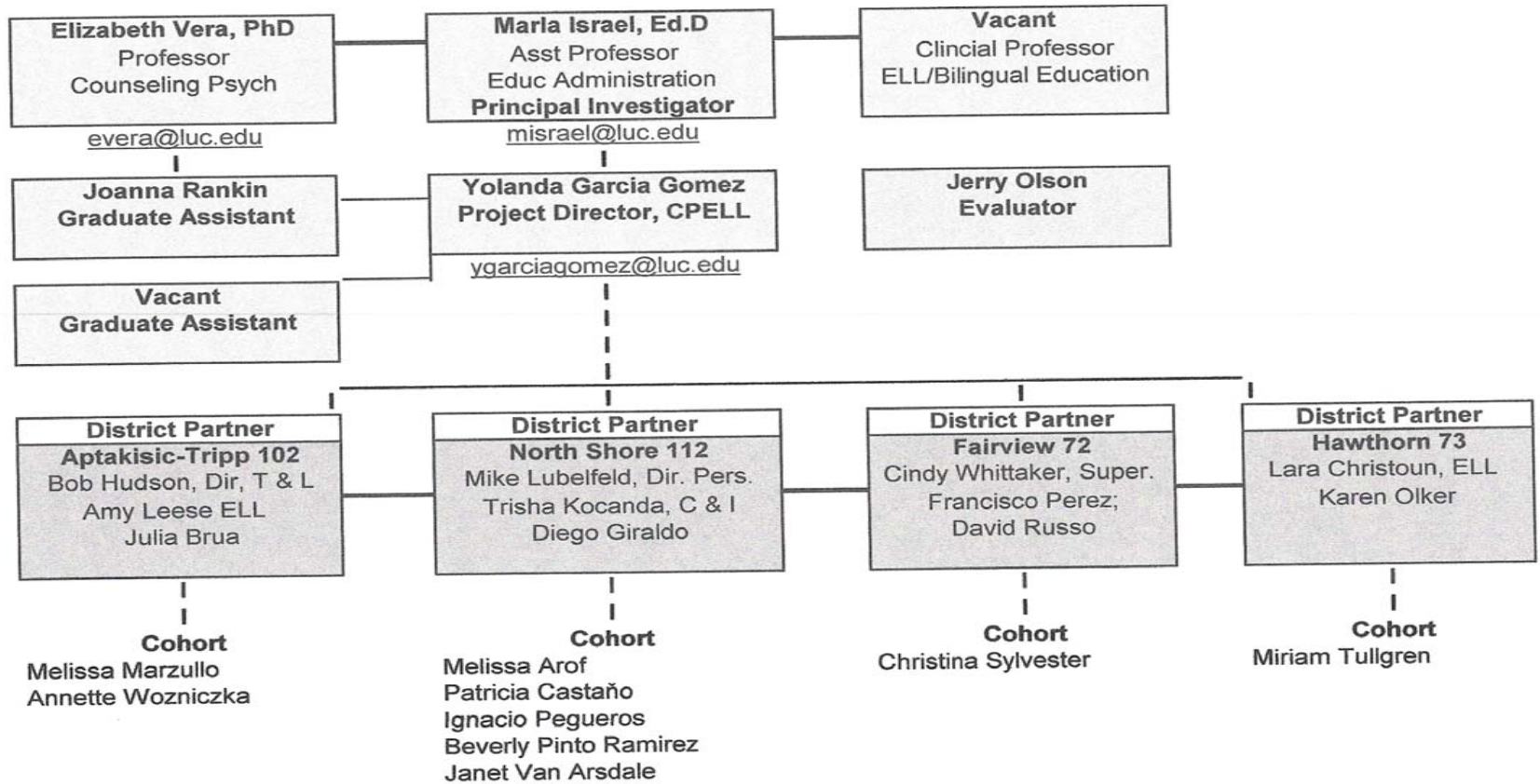
◆ Welcome

◆ Best Hopes/Worst Fears

## 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



## NSSD 112 Mission Statement

### ◆ **Mission Statement**

To nurture every child as an individual;

To empower every child as a learner;

To inspire every child to become a contributing member of the community.

### ◆ **Belief Statements**

We believe children learn best:

when they love learning;

when individual academic, social, emotional and physical needs are recognized and addressed;

when curriculum and instructional practices inspire creativity, academic growth, cooperation and responsibility;

in a safe, child-centered and respectful environment;

when they develop meaningful relationships with quality educators who foster confidence, self-esteem and an excitement for learning;

in a community of positive role models;

when diversity is valued;

when families are actively involved in their children's education, working in partnership with educators;

when sufficient resources are available and responsibly managed;

when the first priority is the educational best interest of all children.

# Looking at the Data

- ◆ NSSD 112 Report Card Data
- ◆ NSSD 112 Dual Language Oversight Model
- ◆ NSSD 112 Formal response to the comprehensive evaluation of the Dual Language Program
- ◆ CPELL Needs Assessment Questionnaire
- ◆ CPELL Formal Recommendation Report for NSSD 112

# Intended outcomes for this session

- ◆ Clarify and achieve consensus on the primary goals for all ELL children in NSSD 112.
- ◆ Based on the research, clarify the outcomes that can and cannot be achieved using the various ELL models: Ex. TPI, Dual-Language Immersion, Transitional Bilingual Early/Late Exit Models
- ◆ Begin aligning program with mission and goals for ELL children in NSSD 112.

# Will and Capacity

## 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**

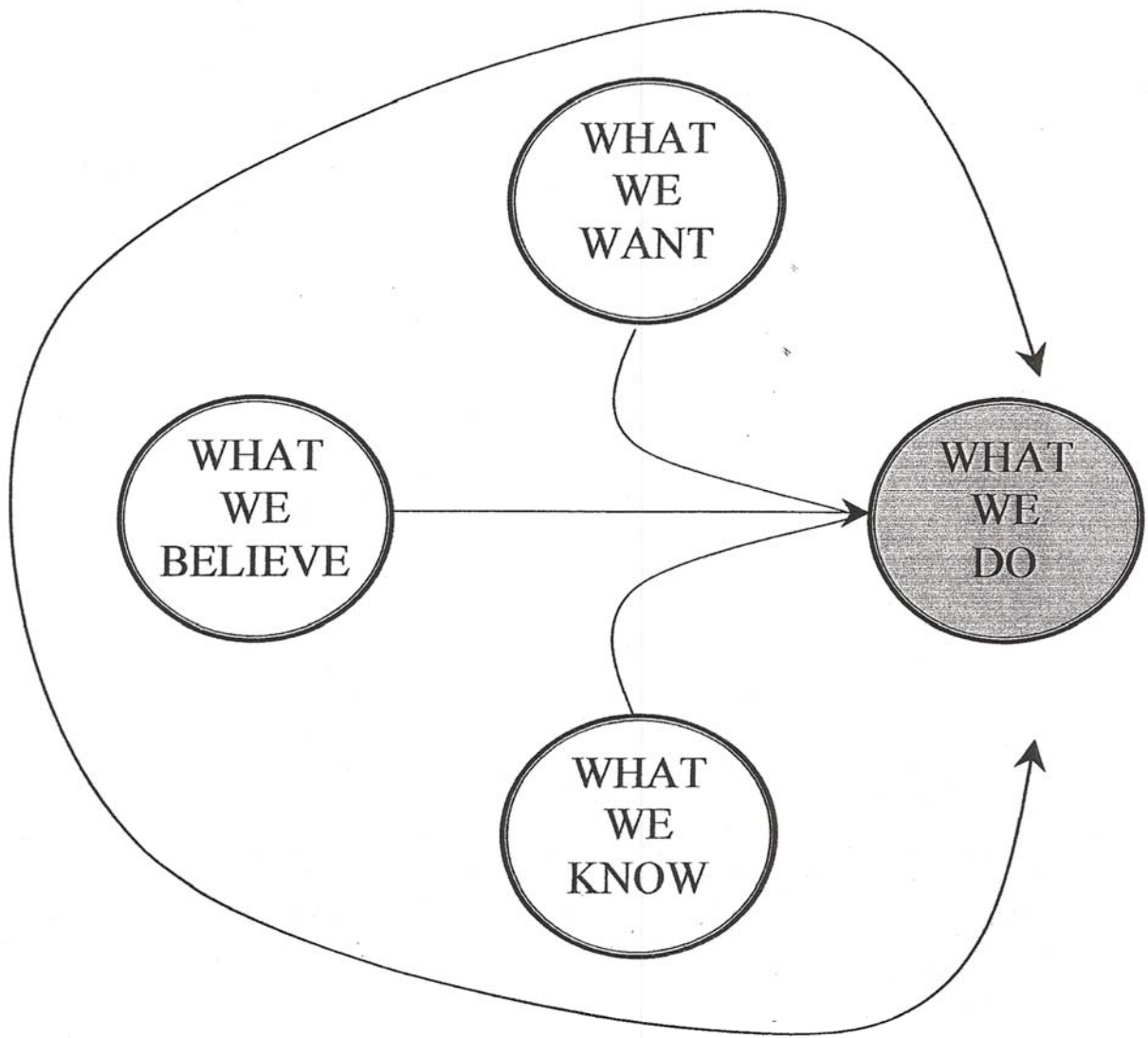
**Program** – Class composed of SAME native language speakers. Goal is to maintain language while learning the target language.

**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.



## **The Framework for School Development**

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

# Applying the ELL models to theory

- ◆ Your group will be assigned one ELL model.
- ◆ Depict the model using “The Framework for School Development” graphic organizer.
- ◆ Once you have drawn your model, be ready to share with the group.

# Leading Education Reform -- by Design

MISSION

Learning-Based Principles

Curriculum,  
Assessment,  
Instruction

Professional  
Development

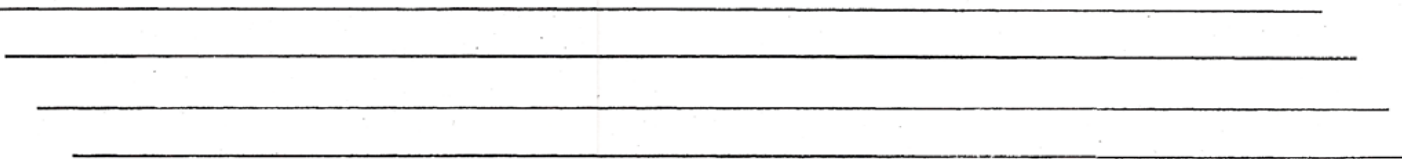
Policies,  
Structures,  
Culture

Continuous  
Improvement

Reform Change  
Process

Principles

Observable  
Indicators



# The Parking Lot

- ◆ Brainstorm a list of questions you have concerning today's conversation.
- ◆ After experiencing today's symposium, what next step concerning ELL education will you take first?
- ◆ Metaphor Bag activity

# For more information

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