Language Matters
Fall Conference 2014
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Loyola University Chicago
#LanguageMatters
Language Matters

- Grant Funded by the Searle Funds at the Chicago Community Trust
- Initiative to Strengthen Instruction by Linking Language Development and Literacy
- Focus on Supporting Students’ Language Development in Rigorous Content Instruction
- Focus on Building Capacity to Support Students’ Language Development at Schools
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Community

Networks

Loyola University Chicago

Network One

Network Two

Schools

Elementary Schools (PK-8)

High Schools (9-12)

Chicago Public Schools
Network Two

High Schools

Senn
Sullivan
Uplift

Elementary Schools

Field
McCutcheon
New Field
Peirce
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We will impact teaching, learning, and leading to support educators in providing rigorous academic instruction that supports students’ language development. In so doing, students will demonstrate enhanced development of language, increased performance with literacy, and improved achievement across content areas.
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Project facets include:

• Linguistically Responsive Instructional Blueprint

• Professional development within and across partner schools and networks

• Teacher professional learning communities focused on linguistically responsive classrooms

• School and network leadership teams focused on linguistically responsive schools

• ESL endorsement cohort for teachers
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Networks

- Network Leader PD/PLCs
- Bi-Annual Conferences
- Cross-Network Support

Schools

- School Leader PD/PLCs
- Bi-Annual Conferences

Classrooms

- Teacher PD/PLCs
- Bi-Annual Conferences
- ESL Endorsement Cohort
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Illinois

183,522 ELs

136 languages

CPS

53,104 ELs (SY 2010)

68,658 ELs (SY 2013)

Ruiz & Koch, 2011

CPS, 2014
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Network 1
- 9,105 ELs
- 80 languages

Network 2
- 7,450 ELs
- 113 languages

CPS, 2014
“Linguistic minority students must catch up to a moving target. Every year, native speakers are making large gains in their reading and writing abilities and in their knowledge of vocabulary. It has been estimated in the context of the USA that in order to catch up to grade norms within six years, linguistic minority students must make 15 months gain in every 10-month school year. By contrast, the typical native speaking student is expected to make 10 months gain in a 10-month school year.”

Cummins, 2002
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8:00 - 8:30am - Registration & Welcome

8:35 - 9:50am - Workshops - Round 1

10:00 - 11:15am - Workshops - Round 2

11:15 - 12:00pm - Community Organization Fair
PARCC, Common Core, and English Learners: Staying the Course for Long-term Success (ROOM 204)

Lauren Leitao & Lindsay Rose, Evanston School District 65

Participants will learn the "nuts and bolts" of the Common Core Standards and PARCC assessment, including accessibility and accommodations features for English Learners. Participants will analyze and discuss a variety of research-based best practices for English Learners in various instructional settings (i.e., bilingual, ESL, general education, grades K-12) and how they align to Common Core Standards and increase student academic achievement.
Speaking "Parent" in a Culture of Diversity (ROOM 206)

Dr. Vesna Cejovic, Loyola University Chicago

All parents speak the same language when it comes to their children: they want the best for them. Research overwhelmingly supports family involvement in school as a means to increasing the likelihood of student success. Resulting from cultural differences or misconceptions about American education, parents of ELs may see school as the teacher’s realm and limit involvement and support. In this session, we will build understanding to empower families as assets in their child’s education.
Intensive Vocabulary Instruction for English Learners (ROOM 307)

Dr. Sabina Rak Neugebauer, Loyola University Chicago

This session will highlight the need for multi-tier supports in vocabulary for ELs at risk of language and literacy difficulties. The presentation will describe supporting evidence from a study exploring the potential impact of a supplementary intensive Tier 2 vocabulary intervention on the target word knowledge of ELs at risk for learning difficulties. Specific examples of the Tier 2 instructional strategies will be provided, including explicit and intensive vocabulary instruction with opportunities for individual responses followed by corrective feedback.
Using Cognates in Spanish/English Bilingual Classrooms (ROOM 303)

Ingrid Colon, Loyola University Chicago

Dual language classrooms have increased in popularity with the growing demand from parents of English learners and parents of monolingual English speakers who want their children to become bilingual. Cognates are words that have a common origin and same meaning. Spanish and English share more than 14,000 cognates. This session highlights the benefit of using cognates in the classroom as a teaching strategy for Spanish/English dual language learners.
Integrating Students' Linguistic and Cultural Identities into the Literacy Curriculum (ROOM 203)

Dr. Sarah Cohen, Loyola University Chicago

This presentation will focus on the creation of bilingual identity texts as a tool for student engagement in and access to school literacies. Bilingual identity texts are shown to encourage students to connect new information and skills to their background knowledge and enable students to use their first language as a cognitive tool. The pedagogies of the two teachers featured in this presentation shift the focus of literacy from that of a monolingual English and text-based only conception, to one that integrates students’ first languages and cultures in the creation a variety of multi-modal and bi or multilingual identity texts.
Applying Common Core for English Learners: Lesson Planning for Academic Language (ROOM 304)

Dr. Ambareen Nasir, Loyola University Chicago

Are you a middle or high school teacher struggling to understand how to apply common core for English learners (ELs)? Are you a teacher looking for opportunities to enhance academic language instruction in your content area lesson plans? If so, this workshop discusses these issues by providing insights on how to create (a) language objectives, (b) model instructional language using sentence starters, (c) identify technical vocabulary, and (d) design communicative activities.
The philosophy of the International Baccalaureate (IB) program is closely aligned to that of additive models of bilingual education because both promote acquisition of another language. ELs have much to offer an IB program when their language development needs are met. Successful participation of ELs in IB will lead to positive growth for programs and schools. This presentation will focus on the IB program and ELs. Linguistically and culturally responsive practices that lead to bilingual, biliterate, and bicultural students will be discussed. Additionally, student perspectives around this topic will be shared.
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- Indo-American Center
- Korean American Cultural Center
- Nepali American Community Org
- Albany Park Neighborhood Council
- Albany Park Community Org
- Girl Forward
- Chicago Parks District
- Chicago Children’s Museum
- Family Matters
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Sign-In & Registration

Breakout Rooms & Bathrooms

Evaluations, Parking Validation, & CPDUs
Guest Wireless Codes

• Conference ID: Language
  Conference Password: luc541498

• Conference ID 2: Language2
  Conference Password: luc541498
All materials from today’s conference, as well as other helpful resources, can be found at Loyola’s Language Matters website.

http://www.luc.edu/education/languagematters/
Thank you!
Enjoy the morning!

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