

Chicagoland Partners for ELL Education
Symposium for CCSD #102 Aptakistic Tripp
Administrators – Part 2
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Facts on the Ground

- ▶ Since we were together last, 12/8/09, have any circumstances changed in your school or district that would effect your students and/or their families?
- ▶ Since we were together last, 12/8/09, have any circumstances changed in your school or district that would particularly effect your ELL students or their families?
- ▶ What questions did you have from our last meeting, 12/8/09, that need more information or clarification?
- ▶ Please share anything else that you feel is pertinent to today's conversation.

Supporting our ELL students using WIDA Data and Best Practices

► Today we will:

- Use the WIDA Standards to understand our ELL students
- 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
- 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.

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.

Bootstrapping

(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

- Questions/comments about building the capacity for all personnel to work with ELLs (chapter 13) – *your homework*
- The new state race/ethnicity coding – *my homework*
- Questions/comments about the chapters discussing the different ethnic groups- *your homework*
 - ▶ Asian Americans/Indians (chapter 15)
 - ▶ Muslims, Followers of Islam, and Speakers of Arabic (chapter 16)
 - ▶ Hispanics, Latinos/as, and Spanish Speakers (chapter 18)
- A draft template for placing previously enrolled ELL students who return after a prolonged absence. – *my homework*
- Review the Language Development Plan with a few key staff members in your building. Bring back their feedback to this communication model – *your homework*

Application: As a team, you will be assigned one scenario. Then for the student described in the scenario, answer the following questions:

- ▶ First, 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 possible next steps should be planned for this student?
- ▶ Second, using the knowledge gleaned from your classroom observations, what teaching strategies should you see for your chosen student in the classroom— *be specific*.

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

Valuing Prior Knowledge that Fosters a Sense of Belonging and in turn Academic Growth

- ▶ *"Seek the story in the stranger."* In one study, teachers were asked to identify the one student who was the most troublesome and irked them the most. The teachers were then asked to spend 2 minutes per day for 10 days with this student, asking him/her open ended questions and being authentically curious about his/her story. The results: Teachers gained a different (and true) sense of who the student was. The student was no longer seen as annoying.

Cooperative Learning that Fosters a Sense of Belonging and in turn Academic Growth

- ▶ *Musical chairs*: Common way of playing musical chairs isolates the “loser” – a better, more cooperative way changes the rules, where once the music stops, all the students must find a way to sit on or touch the remaining chairs. In this way, the students need to work together to ensure that all are included so that all can win. (Try this with spelling bees!)

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

How to use the SIOP model as a template for improved student achievement

- Checklist/template for a classroom walk-through
- Specific area(s) of focus for a teacher's job targets and focused observations/evaluations
- Specific area(s) of focus for a teacher's remediation plan
- Conversation starter for a district-wide (DIP) or school-wide (SIP) academic achievement focus
- Beginning template as you begin to consider a new evaluation plan to comply with SB0315 (passed 1/20/2010) that will require by 9/1/2012 that all performance evaluation systems for all administrators and all certified faculty must assess student growth

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.