

Chicagoland Partners for ELL
Education
Symposium for Aptakistic-Tripp
CCSD #102 Administrators
December 8, 2009
Part 1
10:00 – 12:00 p.m.

Facilitated by:
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Department of Education School of Education**

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Selected teachers in Cohort 1:

Melissa Arof, Jasmine Puthusseril

**Beverly Ramirez, Christina Sylvester, Miriam Tullgren,
and Janet Van Arsdale**

The teachers in Fairview District 72 in Cohort 2:

Maria Bucur, Rebecca Hoffman, and Sandra Raciti

Supporting reading development for ELL's in the home and in school

- Part 1 – Today we will focus on the home
 - Review the Iceberg of Language
 - Review the Iceberg of Culture
 - Explore the ethic of critique: what it means to be other
 - Apply this ethic to the creation of programming that encourages parents to come to the school to support their child's education
 - Apply this ethic to the creation of communication systems between mainstream classroom, ELL, and “specials” faculty to support the ELL child's education

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



Questions to Consider

- How might the icebergs of language and culture effect the parents of ELLs who may travel back and forth between their home country and here?
- How might the icebergs of language and culture effect these aforementioned children?
- How might the icebergs of language and culture effect the teachers of these ELL students?

Ethic of Critique

- Whose voice is not considered?
- Whose voice is silenced?

Developing new understandings about language and culture

“Educating all children will require the will and commitment to understand and respond to cultural difference. To the extent that teachers know and understand how children’s past experiences have been organized and explained, they are better able to fashion new ones for them.”

(Bowman & Stott, 1994)

Possible circumstances that often impede parents from participating in school interaction
(Ariza, 2000 & 2002)

- Lack of English proficiency for communication with school personnel.
- Lack of knowledge of what school interaction is expected.
- Lack of literacy skills in the home language and/or English; parents cannot read the notices sent home.
- Parents defer to the teachers and do not want to interfere with their authority.

Possible circumstances that often impede parents
from participating in school interaction
(Ariza, 2000 & 2002)

- Not enough time to attend school functions due to multiple jobs.
- No transportation.
- Lack of caregivers while parents attend school functions.
- Traditional gender roles prohibit the mother from leaving the house.
- Parents may fear authority figures due to their tenuous immigration status.

Possible circumstances that often impede parents
from participating in school interaction
(Ariza, 2000 & 2002)

- Parents don't speak the language, so children have to interpret for the adults. This role switch may demean familial hierarchical status.
- Parents are uncomfortable with people not from their cultural group.
- Parents do not know they have power to make decisions about their children's education.

Brainstorm ideas to overcome these barriers

- Location
- Logistics
- Purpose of Meeting/Connecting to other events
- Communication (C/D- video, multiple mailings, translated phone messages)
- Participation by whom

Administrators

- *Schooling around the world: Debates, challenges, and practices.* by Kas Mzurek and Margaret Winzer (2005)
- Suggestions for School Administrators: see attached.

Others who can assist in welcoming parents into our schools

- Bus Drivers (see Roger E. Axtell's {1998} *Gestures: The Do's and Taboos of Body Language Around the World*.)
- Crossing Guards
- Food Service Personnel
- School Psychologists/Social Workers
- P.E. Teachers
- School Nurse
- Technology Specialists

Considerations: Asian Cultures

- Harmony within the group
- Intention of others
- Tag questions – false negative
- Hierarchy of age
- Formalism
- Pronunciation
- Perception of time as one that unfolds

Considerations: Indians

- Respect for the older student
- Humility
- Success of the group over the individual
- Do not question authority
- Place of religion within the hierarchy of respect
- Passive vs. active learning

Considerations: Arabic Communities

- Extended family relations
- Gender relations
- Linear vs. Circular thinking
- Modesty
- Touch and Socialization
- Place of religion and authority
- Five Pillars of Islam
- Dietary Considerations
- Conflicting School Practices - Holidays

Considerations: Spanish Community

- Do not lump all Spanish communities together – specifics in the use of the Spanish language: tu, vos, vosotros
- Expressive, emotive
- Place of family and interconnectedness
- Place of religion and spirituality
- Importance of children

Best Practice: Parents Need to “Take Away” Tangible Rewards for Attendance

- Child performs
- Food
- Clothing
- Native Language Books
- Materials in multiple forms (technology)
- Make-and-takes to use in the home to support the learning – show how to use at home.

Best Practice: Parents Need to “Take Away” Tangible Rewards for Attendance

- Video on how to read with your child
- Math Manipulatives
- Vocabulary Picture Cards
- Concentration Game
- Sequencing Boards
- Questioning Pieces

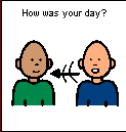
Homework Help

- Set place for homework
- Materials ready
- Set time
- Provide support, but don't do it for your child
- Remove distractions
- Show interest
- Set a consistent schedule for doing homework

Time chart example

- 3:30-4:00 Snack, “How was your day?”
- 4:00-4:30 Homework
- 4:30-5:00 Outside, play time
- 5:00-6:00 Dinner
- 6:00-6:30 TV, Computer, Choice
- 6:30-7:00 Reading log
- 7:00-7:30 Snack
- 7:30-8:00 Get ready for bed
- 8:00-8:30 Good Night

Board Maker Schedule Example



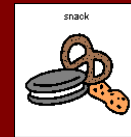
Snack and Chat



Shower / Bath



Homework



Bedtime Snack



Outdoor Play / Activity



Dinner



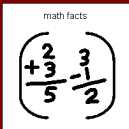
Story time



T.V. / Computer



Bedtime



Reading / Math log



Hugs/Kisses

library



movie



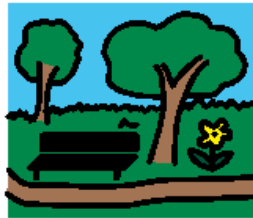
grocery store



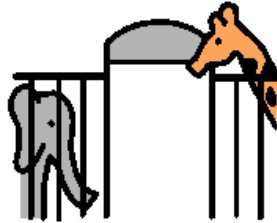
clothing store



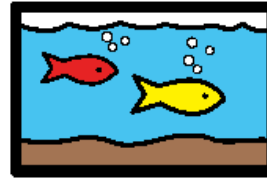
park



zoo



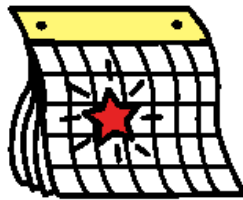
aquarium



basketball game



special day



special activity



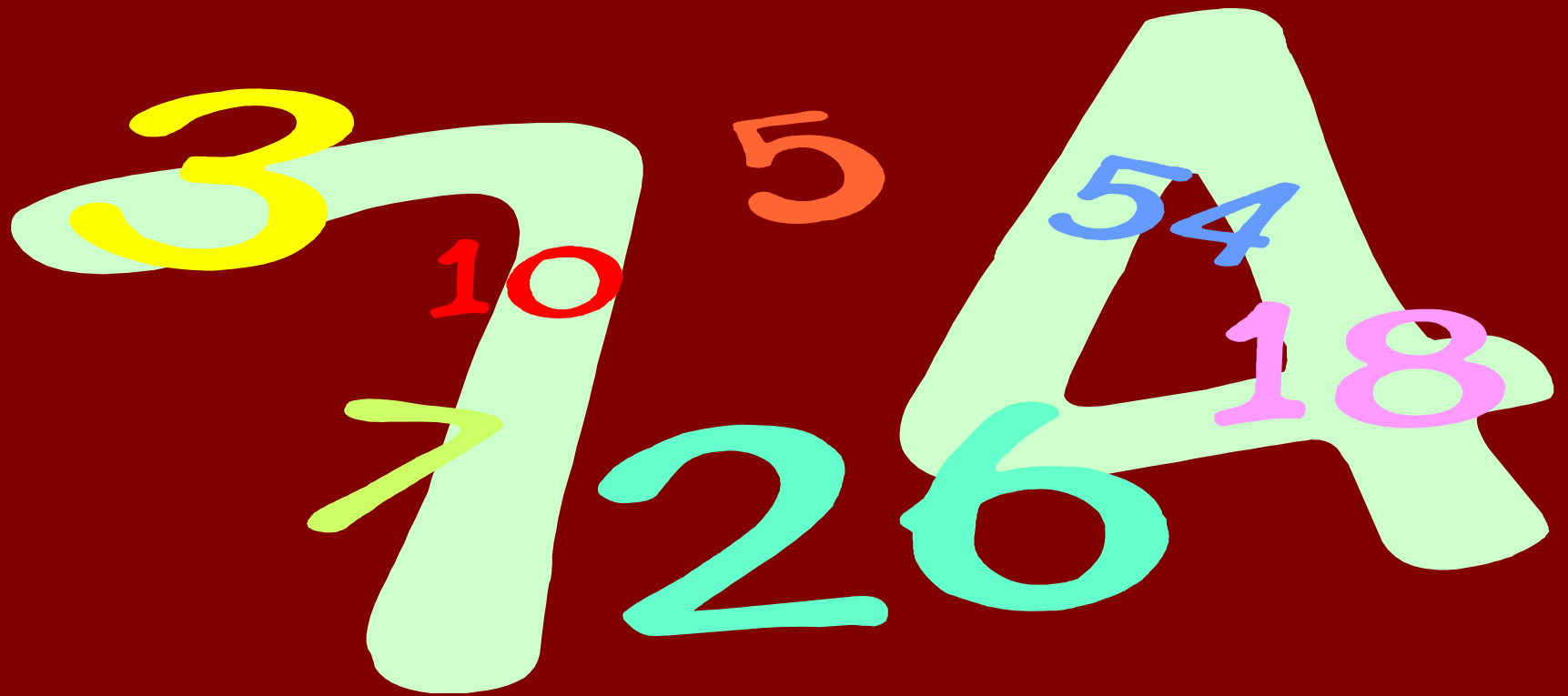
bake









paint



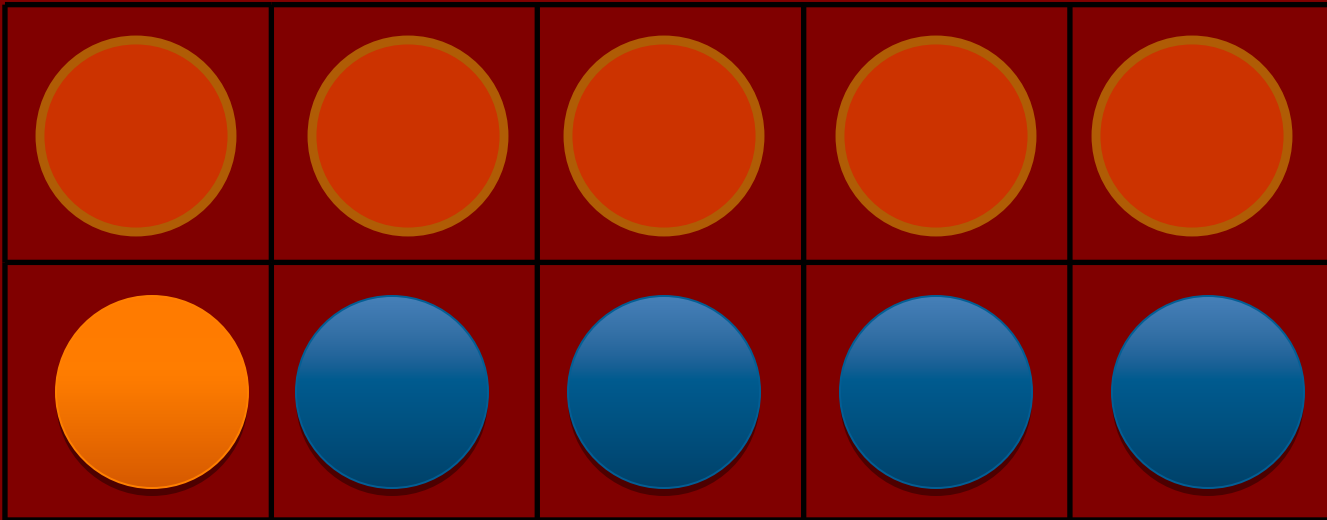
“How-To” help your child
with math





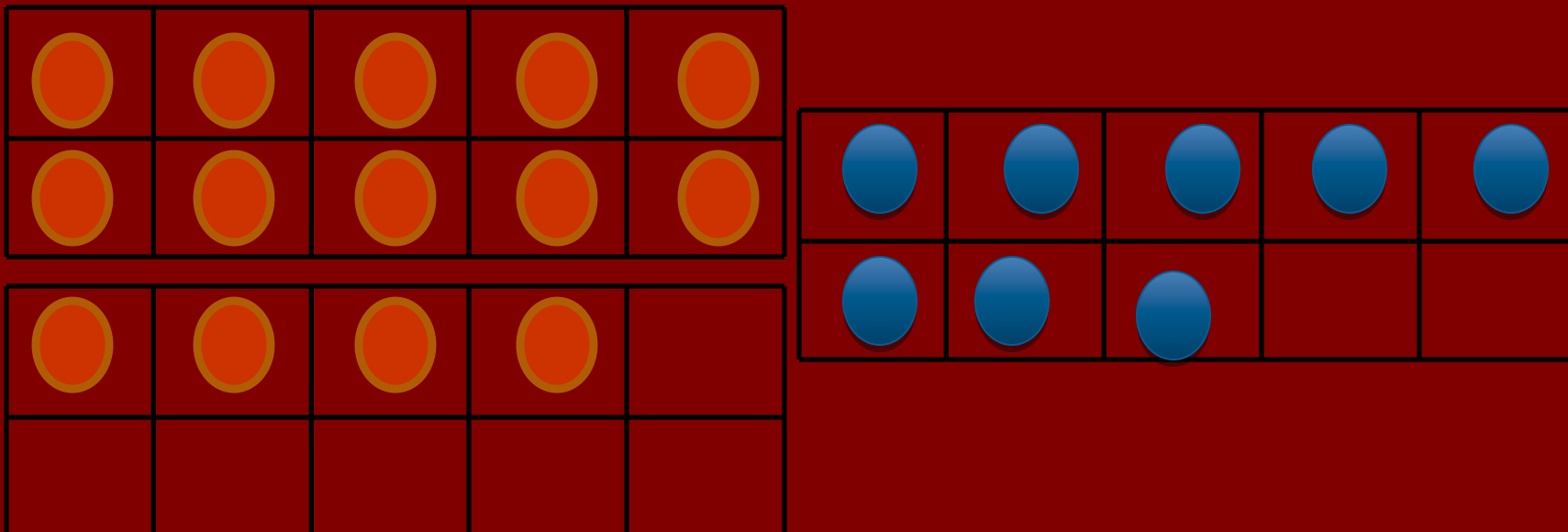
				
				

Example of First Grade Lesson



$$6 + 4 = 10$$

Example of a Second Grade Lesson



$$14 + 8 = 22$$

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.

Next Meeting

- Next meeting is on January 26, 2010
Our topic will be on deep differentiation – what to look for when observing and evaluating the ELL mainstream classroom.
- Homework –
 - Please read chapters 13, 15, 16, & 18. Come with questions to discuss.
 - Review the Language Development Plan with a few key staff members in your building. Bring back their feedback to this communication model.

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.