

Chicagoland Partners for ELL
Education
Symposium for Fairview School
District #72 Administrators
October 5, 2009
Part 2
12:30 – 2:30 p.m.

Facilitated by:
Marla Susman Israel, Ed.D.
Associate Professor
Loyola University Chicago

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**Loyola University Chicago · 820 N. Michigan Avenue,
Chicago, Illinois 60611 Phone:312.915.6318 · E-mail:
cpell@luc.edu**

**The teachers at North Shore School District 112
in Cohort 1:
Melissa Arof, Beverly Ramirez, and Janet Van Arsdale**

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

- Part 2 – Today we will focus on the home/school connection and classroom instruction.
 - Apply the ethic of critique to the creation of programming that encourages parents to come to the school to support their child's education
 - Apply best practices in language acquisition theory to create “take-aways” for parents
 - Apply best practices in language acquisition theory to teacher classroom observations

Ethic of Critique

- Whose voice is not considered?
- Whose voice is silenced?
- What did you learn from your readings from last week?

Fairview's Parent Data

- Review the CPELL needs assessment tool
- Review the data
- Review the recommendations
- What does this tell us?

Brainstorm ideas to overcome these barriers

Planning the next Fairview ELL Parent Workshop

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

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

Bootstapping

(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.
- Write down how you “bootstrap” as I read to you the following children's classic piece of literature.
- How would you convey this concept to teachers and then to parents?

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

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

Selecting Words to Teach

(Cloud, Genesee, Hamayan, 2009)

- Select words that are important for understanding the essential learnings 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.

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

What your Fairview teachers will be experiencing this year through CPELL teacher workshops

- John Hilliard from the Illinois Resource Center
Addressing reading needs of ELLs
Oct. 19, Nov. 30, Jan. 11, March 1 and April 12
from 2:15 – 4 p.m.

What strategies will you want to focus on with your teachers in the job target/teacher evaluation cycle?

Connecting Administration, Teachers and Parents

- What have you learned that you want to apply to your:
 - Administrative tool box
 - Teaching and Learning
 - Engaging parents to support ELL student success?
- What will this look like in your practice?

Thank you.

- We look forward to seeing you at the Governing Board meeting on 10/14/09.
- 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.