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## **New Teacher Induction Module Bilingual, ELL, and Dual Language: Programs Overview**

### **I. Rationale**

Our group chose to put together a new teacher induction module. We titled it “Bilingual, ELL, and Dual Language Programs Overview for New Teachers.” The purpose of this module is to inform new teachers of the diverse community in which they soon will be teaching. We also want to educate about the programs offered for second language learners in North Shore District 112. Additionally, we want to provide a warm, inviting welcome, while cultivating a community of new teachers that value and understand existing diversity in the district. As former new teachers in the district, we were inspired to assemble this module. Even though we, as new teachers, received many hours of professional development, we felt ELL programming awareness was one area that needed improvement. It is our ambition for our module to inform new teachers of our district’s demographics, which will hopefully result in a better insight of how one’s school fits into the community of learners in North Shore 112. We also felt it was essential for teachers to be informed about programs offered at each building. This gained knowledge will aide in teachers’ understanding of ELL students and their educational experiences. In some instances, if students are exited from programs and move into the mainstream classroom or move within the district, teachers will be better equipped to meet their needs.

### **II. The Module**

We believe that this module should be included in a series of mandated professional development for new teachers when hired in NSSD 112. This module will occur toward the beginning of the series, once teachers are

acclimated to the district and have received basic information about the schools, taken their tours, discussed best practice, etc...

In order to effectively inform and familiarize new hires with “key” people in the district, it is critical for building mentors, administrators, and representatives from each ELL program to be present. ELL program representatives will also be invited to highlight their programs during the presentation. In an ideal situation, these teachers could provide video, of what their classrooms look like and how instruction occurs.

The induction module will start by pre-assessing new teachers’ knowledge prior to the start of the presentation. We do not want teachers to feel a sense of discouragement, however, this will provide insight to us evaluate our presentation’s effectiveness after comparing it to the post-module evaluation.

After welcoming new teachers and expressing our excitement to have them on our team, we thought it was appropriate to begin with our district’s mission statement. This will not be the first time that they have seen it, however, we want to reinforce that it is the guiding principle, cementing that every child is important. Today’s presentation will support the mission and teach about the many programs available to support the needs of English Language Learners.

The next part of our program involves providing an overview of the demographics of the students in district. The purpose of this is to communicate and share information about the diverse community. We also chose to include it at the start of the presentation, so when the program models for ELL are introduced, teachers will be able to see the relevance and understand the need. After the district’s demographics are explained, teachers will receive a packet listing all thirteen schools in the district. For each school, the following information will be included: demographic information, enrollment, AYP status, percent of students that meet and exceed ISAT in reading and math, program models, feeder schools. We anticipate that many teachers will not be familiar with this information, so we planned for an interactive activity to help teach and reinforce the information in the packet. New teachers will pair with one or two teachers from different schools and explore

the packet. The objective is for teachers to have conversations about the data and to find at least one new piece of information about their own school or the district. Teachers will report out to the group, which will hopefully lead to rich conversation about diversity. Not only will it help teachers to better understand their building's learning community, but also it will help foster an understanding of the district's learning community as a whole.

In the next portion of the presentation, all of the district's program models will be introduced to teachers. Bilingual, Transitional Program of Bilingual Instruction (TPI), Dual Language, English Language Learning (ELL). We tried to simplify the programs, while including necessary information and vocabulary for new teachers to understand. After explaining each program model, teachers will participate in an activity to reinforce what they have learned. During this time, definitions of program models and program names will be passed out. The objective is for teachers to find their matching pieces and then record the definitions in their own words. They will be asked to "share out" at the closing of the activity. We want this module to be interactive and meaningful and in hope that our new teachers will leave with a developed understanding of the programs our district offers. At the conclusion of the activity, we will wrap up the presentation with an explanation of the ACCESS test. Even though we shared minimal information, we believe that teachers should be knowledgeable about the test and how students are eligible or exited from ELL services.

At the closing of our presentation, we want to reiterate to our new teachers that they are welcomed into our district and that they are an integral part of the district's success and students' performances. Refreshments will be provided to celebrate the hard work new teachers have invested in 112 thus far.

### **III. Implications for Administration**

We believe that it is our responsibility as administrators to promote awareness and educate our teachers about our district's mission, best practices, and help facilitate growth as they embark on their teaching journey

in our district. New teacher induction is an investment to equip our teachers with the tools to become successful in our district. Therefore, it is essential for new teacher induction programs to be strategically planned and implemented. In the Appendix A, there are components of effective induction program practices, according to the Public Education Network (2004). It is our aspiration that our district continues adhering to best induction practices or make modifications for growth and improvement.

## Appendix A

*According to the Public Education Network (2004), researchers have identified the following components of effective induction program practices:*

- Long-term planning for improving teaching and learning, aligned with the instructional philosophy of the school
- Practices aligned with professional standards as well as state and local student learning standards
- A strong sense of institutional commitment incorporating with strong administrator support and involvement
- Participation by all new teachers, whether entering the profession from traditional or alternative pathways
- Input from beginning and veteran teachers on program design and structure
- A time frame that begins prior to, extends throughout, and continues beyond the new teacher's first year of teaching
- Opportunities for inductees to visit demonstration classrooms
- Study groups in which new teachers can network and build support, commitment, and leadership in a learning community