

ELs in Education

Fall Issue 2012

Training for All Teachers Program @ SCSU

What School Leadership Can Do To Improve the Education of English Learners

During 2008 to 2010, the Training for All Teachers Program of Southern Connecticut State University provided professional development to over 225 public school educators throughout the state. In the culminating activity of these trainings – a gallery walk to process Aida Walqui's (2000) "Ten Priorities to Consider When Designing Instruction for Immigrant Students" – participants recorded what they could do in their own classrooms and what they needed from their school and district administration to support these steps. The recordings were analyzed, synthesized, and categorized, resulting in a select number of clear, concise recommendations for administrators.

Reviewing and revising curriculum and instruction emerged as one of the most pressing areas for improvement, in which eight specific needs were identified. Three of these needs are shared in the teachers' voices below.

Update Teaching Styles and Strategies

"Know and understand the learning styles of all students in the classroom – this is key to effective instruction."

"Get teachers to embrace new ideas, concepts, and programs."

"Support legislative movement to re-certify teachers every ten years."

"Utilize the responsive classroom model."

"Teachers need to talk less – students more."

Ensure High Expectations for All

"Repeat academic standards and social expectations throughout every school."

"Students should know what they are learning and why."

"There needs to be a clear policy at the district level on high expectations."

"Send home weekly schedule of what will be covered so parents and students can be prepared."



Coffee Q & A with the Experts

Does your leadership team have questions about how to best serve your EL students? Concerns about program types? Assessments? Appropriate texts? Southern Connecticut State University's Training for All Teachers Program invites you to meet informally at your school with SCSU's EL experts for a personal Q&A. You bring the questions. We'll bring the coffee.

To schedule a meeting, telephone Marisa Ferraro at 203.392.5162 or e-mail: FerraroM4@SouthernCT.edu.



Don't miss the next issue when we share teachers' voices that address:

- Using varied authentic assessment to evaluate all students equally
- Building in time to use collected assessment data to effect positive change

Best Practices From the Classroom

This language model (below) was created by Ricky Padro for his 10th and 11th grade algebra unit in which his students explore how to graph quadratic functions. With a series of sentence frames such as this one, even his lower proficiency ELs can write and orally describe the structure of a parabola, allowing them to fully participate in the lesson and thereby satisfying the lesson's content objectives.

Write in the correct response below with all reasons that apply.



1. Horseshoe

The _____ shaped like a _____ because _____
 (is / is not) (it has / it does not have)

a _____ , two _____ and an _____
 (vertex) (curved sides) (axis of symmetry)

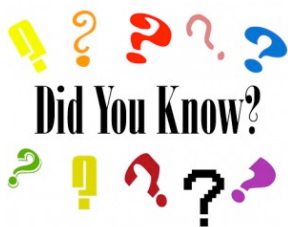


2. Ice Cream Cone

The _____ shaped like a _____ because _____
 (is / is not) (it has / it does not have)

a _____ , two _____ and an _____
 (vertex) (curved sides) (axis of symmetry)

Quick Facts About Connecticut's English Learners



In the 2009-2010 School Year...

- The ELL subpopulation had 133 dominant languages. Those that have experienced significant growth include Arabic, Bengali, Hindi, Gujarati, and Creole-Haitian.
- Over four thousand ELL students were identified for special education.
- Twelve districts accounted for 68 percent of ELL students.

(CSDE, Division of Assessment, Research & Technology Data Bulletin, Nov 2010)

What the Training for All Teachers Program offers educators in Connecticut:

- 1) Scholarships opportunities for New Haven and Hamden educators: MS in Bilingual Education & TESOL and a cross endorsement in TESOL or Bilingual Education. We are looking for a few, good teachers (priority given to STEM subjects) to apply for our next cohort of TAT scholars, beginning next fall 2013.
- 2) Scholarships for one graduate course, TSL 518, Sheltered Content Instruction for ELs, summer 2013.
- 3) Professional development: 6-10 hour workshops with a focus on math and science for ELs.

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