

ELs in Education

Winter Issue 2012

Training for All Teachers Program @ SCSU

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

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. The recommendations presented in this section were collected as the culminating training activity of our 10-hour professional development workshop on sheltered instruction.

In this final activity-- a Gallery Walk, processing 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 they recorded what they needed from the school and district administration to support these steps. These recordings have been analyzed, synthesized, and categorized to result 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. The first two of these needs are shared in this issue in the teachers' voices below.

A call from the classroom to the administration:



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, TAT Program Manager, at (203) 392-5162.

Funded by: US Department of Education, Office of English Language Acquisition.
Award # T365Z110067

Improve ESL Transitioning Programs

"More support needs to be in place to help transitioning students and for mainstream teachers to develop strategies to teach this population effectively."

"There needs to be an explanation for the difference between accommodations and modifications. Don't water down content and don't assume ELs can't learn!"

Coordinate Mainstream and ESL Curricula

"As a district, evaluate and define what ESL support should look like."

"Evaluate materials available in the district."

"Revamp school schedules for common planning times for vertical as well as horizontal context teams."

"We need to use the same curriculum as mainstream teachers in ESL. This requires cooperation & communication in our teaching & planning."

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

- Reassessing curriculum to reflect flexibility, spiraled, and thematic learning.
- Incorporating more project-based, relevant, student-centered learning.
- Eliminating restrictive aspects of curriculum to foster real learning.



Southern Connecticut
State University

Best Practices From the Classroom

The Struggle for Civil Rights in Education

Who? African American Students



Where? Little Rock, Arkansas

Problem? African American students are not allowed to enter Central High School.

Solution: President Eisenhower sends in the Army to protect African American students and escort them into the schools.

These graphic organizers from Michael Soares, a middle school teacher in New Haven, were created for his fifth grade social studies unit, introducing students to the American Civil Rights movement. Mr. Soares made this unit accessible to his ELs by distilling the content to its most essential gist. Imagine how helpful this would be for the EL who is faced with reading 8 pages in the textbook and listening to a 40-minute discussion. With the help of these two graphic organizers, this EL could begin to make sense of the text and understand the unit, particularly if given the chance to read these before the lesson & discussion.

Who Said What?

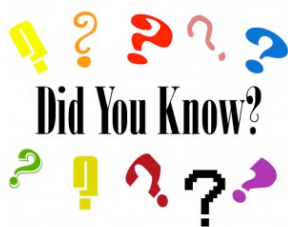
Governor Faubus says...

African American students **cannot** go to Central High

President Eisenhower says...

African American students **can** go to central High School

Quick Facts About Connecticut's English Learners



In the 2009-2010 School Year...

- One of every seven public school students (72,592 out of 563,796) had a dominant language other than English.
- Over half of our English learners are in grades K-4.
- The four-year graduation rate for EL students for the class of 2009 was 53.4 percent.

(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 or 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 this fall 2011. For further information: <https://sites.google.com/site/scsutrainingforallteachers>
- 2) Professional development: 6-10 hour workshops with a focus on math and science for ELs.
- 3) Curriculum library of instructional units K-12 modified for ELs — soon to go on-line.

Call us to learn more about how your teachers can benefit from the TAT Program: 203.392.5162