

ELs in Education

Winter Issue 2013, #4

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. Two of these needs are shared in the teachers' voices below.

Use Varied Authentic Assessment to Evaluate Students Equally

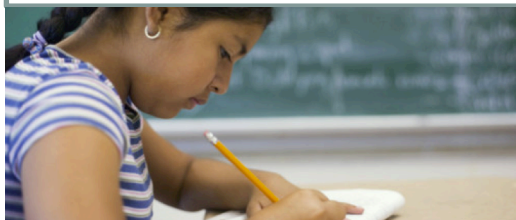
"Authentic assessment allows for modifications for ELs."

"Districts must value authentic assessments and not focus solely on test preparation."

"Create opportunities for varied assessments to include portfolios, videos, performance as well as CMT & CAPT."

"Portfolios are meaningful for students."

"Reduce number of mandatory assignments & gauge school progress not just by test scores, but also portfolios & other ways to show progress overtime."



Need Time to Use Assessment Data to Affect Positive Change

"Consider how (and if) assessment data is being used. If data is not informing instruction, then why collect it?"

"Assessment data is to be used to modify the curriculum."

"Ensure various assessment types to show what students know and are able to do."

"Teacher-created assessments & students' ideas should be valued at district level in assessment."

"Build reflection time for data review and planning into curriculum."



Don't miss the next issue when we share teachers' voices that address how to provide support systems for ELs, specifically how to:

- Incorporate students' culture into the classroom
- Ensure necessary ESL instructional support.

Scholarship Opportunities

See back for details

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? The 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, phone Marisa at 203.392.5162 or e-mail: FerraroM4@SouthernCT.edu






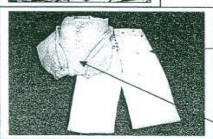








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Southern Connecticut State University

Best Practices From the Classroom

In one of our graduate courses, Caitlin Seadale modified the curriculum unit, "Slavery During America's Civil War," for a 5th grade social studies class. To help develop vocabulary and build background knowledge, she created the T-chart below to compare how her students live (now) to how slaves lived (then) during the Civil War. The questions were scaffolded according to her students' language proficiency levels. Her beginning ELs were asked to point to various pictures & repeat the accompanying words. Her intermediate proficiency ELs were asked yes/no or either/or questions while her more advanced ELs were asked to compare & contrast the pictures. Once Caitlin's ELs had developed the content specific vocabulary and concepts, they were able to participate in class discussions & writing assignments by completing the cloze sentences with corresponding word banks (below, to the right).

Living in America NOW	Living in America THEN
 I live in a <u>house</u> .	 They lived on <u>plantations</u> .
 I live in an <u>apartment</u> .	 They ate <u>fish</u> .
 I eat <u>pizza</u> .	 They wore <u>burlap pants</u>
 I eat <u>salad</u> .	 and <u>burlap shirts</u> .
 I eat <u>ice cream</u> .	 They <u>picked cotton</u> .
 I wear <u>jeans</u> .	
 I wear a <u>t-shirt</u> .	
 I <u>do my homework</u> .	
 I <u>wash the dishes</u> .	

Slaves lived in _____.

Slaves ate _____.

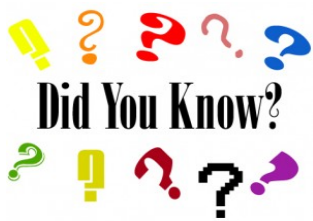
Slaves wore _____.

Slaves worked to _____.

Word Bank 1
fish
one room houses
pork
cornmeal
small houses

Word Bank 2
burlap pants
washing clothes
burlap shirts
picking cotton

Quick Facts About Connecticut's English Learners



In the 2011-2012 School Year...

- 97% of ELs took the annual English Language proficiency assessments; 81.6% made progress from their prior assessments & 43.9% demonstrated English proficiency.
- The number of students with dominant language other than English increased by 1.8 percent while English speakers declined by 34 percent.
- The four-year graduation rate of ELs in the class of 2010 was 60.1%, which was 60.1% well below the rate for non-EL students, 82.7 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 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 fall 2013. Complete application & submit online. <https://sites.google.com/site/scsutrainingforallteachers/>
- 2) Scholarships for one graduate course, TSL 518, Sheltered Content Instruction for ELs, summer 2013. Please call or e-mail Marisa, 203.392.5162, FerraroM4@SouthernCT.edu
- 3) Professional development: 6-10 hour workshops with a focus on math and science for ELs.