

ELs in Education

Training for All Teachers Program @ SCSU

Fall, 2014 # 9

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.

Encourage Teacher Collaborations emerged as one of the most pressing areas for improvement, in which three specific needs were identified. These needs are shared in the teachers' voices below.

Facilitate & Provide Time for Teacher Peer Observations	Increase Collaboration Between ESL and General Classroom Teachers	Encourage, Facilitate, and Provide Time for Teacher Collaboration and Planning
<p>"Team teaching with ELL teachers would be great so that we are on the same page."</p> <p>"Collaboration between [classroom] teachers and ESL is crucial."</p> <p>"...ELL teachers can help with pre-teaching so that students feel more prepared to participate in class."</p>	<p>"Provide teachers with the opportunity for collegial support (i.e. visit other teachers in their classrooms who truly engage their students)."</p> <p>"Observing teachers is truly a must- allows us to see new things (learning walks)."</p> <p>"Showcase great example of teaching to multiple learning styles- expert or model classrooms."</p>	<p>"Build team approach, rather than competitive/isolated culture."</p> <p>"Professional learning communities where authentic collaboration/ analysis of quantitative/qualitative data -> improved instruction and student learning."</p> <p>"...Immediate results may not occur...allow for long term pay-off."</p> <p>"More opportunity to collaborate with fellow colleagues and more planning time needed."</p> <p>"Exchange ideas across the district, have collaboration exist between schools."</p>

Quick Facts About Connecticut's English Learners & Their Educators

EL Related Teacher Shortage Areas for the 2014-15 School Year: **Bilingual Education PK-12 and TESOL PK-12**

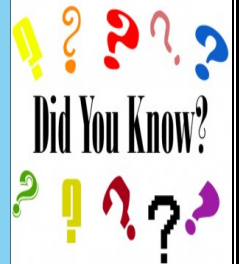
(CSDE, Performance Office Bureau of Data Collection, Research and Evaluation Data Bulletin, May 2014)

In the 2011-2012 School Year...

97 percent of ELs received English Language Services in 2011-2012

79 percent of ELs were eligible for either free or reduced-price meals

(CSDE, Division of Assessment, Research & Technology Data Bulletin, June 2012)



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

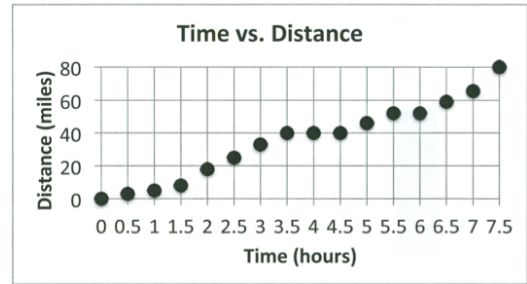
- **Make Resourceful Materials Available and Encourage Their Use**
- **Provide Increased Funding in Order to Build Mutual Background**



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Best Practices From the Classroom

In a seventh grade unit on graphing, Meghan Donovan Kim creates an opportunity for students to show what they learned on a language-appropriate level. As students progress with their language, they are able to write more. **All students write a diary entry describing a given data set in table and graph forms.** ELs at level 4 are provided **sentence starters** as a scaffold (below left). ELs at a level 3 are given the **sentence starters and example sentence endings**. ELs at a level 2 are given the **sentence starters and illustrated example sentence endings** (below right). ELs at a level 1 are asked to **match** the illustrated example sentence endings with the sentence starters.



Problem 2.4 – Write the Story

Between 0 and 1.5 hours _____

Between 1.5 and 2 hours _____

Between 2 and 3.5 hours _____

Between 3.5 and 4.5 hours _____

Between 4.5 and 5.5 hours _____

Between 5.5 and 6 hours _____

Between 6 and 7 hours _____

Between 7 and 7.5 hours _____

At the end of the day _____

Time (hours)	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	6.5	7.0	7.5
Distance (miles)	0	3	5	8	18	25	33	40	40	40	46	52	52	59	65.5	80

Problem 2.4 – Write the Story Examples

Not Moving	Moving Slowly	Moving Fast
...the group is eating lunch. 	...the group is tired. 	...the riders have a lot of energy.
...the riders are looking at a pretty view. 	...they are riding uphill. 	...they are riding downhill.
...the group is taking a rest. 	...the wind is blowing in their face. 	...the wind is pushing them.
	...they are feeling sore. 	...they are in a rush to get there on time.

What's New on Our TAT Website? www.southernct.edu/tat

Curriculum Units

This EL Curriculum library, which has been in existence and growing for well over 10 years, is now virtual! With a click of a button, teachers can access over 275+ instructional units, grades K-12. These units have been modified to make the course content accessible to ELs; they have all been created by working teachers enrolled in Southern's MS/TESOL Program.

Teacher Resources

Also available in this virtual library are Country/Culture Cards, a one page descriptor of cultural and linguistic information bullets for each of the major countries represented by our CT immigrant students (again, produced by working teachers in our program). Also available are the TAT quarterly newsletters, "ELs in Education", which are sent to over 200 school district principals and superintendents four times yearly. Finally, an annotated list of fifty multicultural texts recommended for ELs is downloadable.



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

- 1) 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, call Marisa Ferraro at 203.392.5162 or e-mail: FerraroM4@SouthernCT.edu.**
- 2) Scholarship for one graduate course, TSL 518, Sheltered Instruction for ELs, summer 2015.
- 3) Professional development workshops for mainstream educators, student service personnel and administrators.

TAT Program Faculty & Staff: Dr. Verplaetse, Project Director; Marisa Ferraro, Program Manager; Sophia Diamantis, Associate Program Manager.