

# ELs in Education

Spring, 2014 # 8

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.

**Provide professional development** emerged as one of the most pressing areas for improvement, in which four specific needs were identified. Two of these needs are shared in the teachers' voices below.

A call from the classroom to the administration:

### Offer Culturally Relevant PD to Foster Understanding

"Provide culturally relevant materials! And training for teachers about cultural sensitivity and challenges of being an English Learner."

"Teachers need to be given an opportunity to become aware of cultural differences."

"Training in culturally sensitive practices for all (administrators, teachers, students)."

### Train Teachers to Create Authentic Assessment & Support its Implementation

"PD on 1: authentic assessment and 2: how to balance authentic assessments with CMT/CAPT prep."

"Provide PD and time for discussion and implementation."

"Need to provide time for teachers to collaborate in order to design assessments that are indeed instructional and reflective."

## 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](mailto:FerraroM4@SouthernCT.edu).

## COME VISIT OUR ONLINE EL CURRICULUM LIBRARY!

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 250+ 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.

<http://www.southernct.edu/tat/>

- Increase Collaboration Between ESL and Classroom Teachers
- Facilitate and Provide Time for Teacher Peer Observation
- Encourage, Facilitate, and provide time for Teacher Collaboration and Planning



## Best Practices From the Classroom

With the implementation of CCSS, nonfiction takes an important role in all classrooms, but the content-specific vocabulary can prove quite challenging for ELs. Maggie Stevens-Lopez, middle school language arts teacher, has rewritten the text for different language levels to make this piece more accessible for ELs. Students are still able to analyze the same content and make an evaluation of Bob Woodruff's experiences, all higher order thinking skills.

### "I'm Lucky," Says Bob Woodruff (Levels 4 and 5)

On January 29, 2006, ABC reporter Bob Woodruff was nearly killed by a roadside bomb in Iraq. "I'm lucky," Woodruff told reporters Monday in his first interview since he was wounded (injured). "This turned out a lot better than it could have."

When atop a tank in Taji, just north of Baghdad, Woodruff's life was nearly ended by a roadside bomb, while he was the head reporter for *World News Tonight*, ABC's evening news program on television.

Woodruff has difficulty remembering certain words, but he is ready and able to answer questions. When Woodruff first woke up after the accident, he could not remember a single name of a state in the US, the names of his two brothers, or the names of his daughters. He did not even remember he had a brother or a daughter.

"You can see the change from then to now is significant, but there is still more to do," says Woodruff, who has gone from five or six days of therapy down to one. He knows he will never have perfect control of his brain, but he hopes to get close.

U.S. military doctors treated Woodruff and his cameraman Doug Vogt, after they were severely injured while reporting on American effort to give military responsibilities to the Iraqi Army. Doctors removed part of Woodruff's skull to lessen the pressure, allowing him to live.

Many others—soldiers who have suffered brain injuries from bullets and bombs in Iraq—have not been so lucky. They have been paralyzed or even killed during the war.

Woodruff is planning to investigate further into the treatment of brain injuries both in Iraq and back in the U.S. after soldiers return from war.

### "I'm Lucky," Says Bob Woodruff (Level 1)

Bob Woodruff works in TV.  
Bob Woodruff is a reporter.  
Bob Woodruff is on the news.  
Bob Woodruff tells people what happens in the world.  
Bob Woodruff travels the world.  
Bob Woodruff went to Iraq.

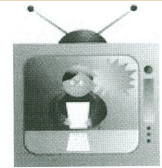
Woodruff got hurt.  
Woodruff was riding on a tank.  
Woodruff was working.  
Woodruff was reporting the news.

A bomb exploded.  
The bomb exploded the tank.  
Woodruff hit his head.

Woodruff was confused.  
He could not remember names.  
He forgot the names of states.  
He forgot the names of his brothers.  
He forgot the names of his daughters.

The doctors helped Woodruff.  
The treatment was difficult.  
The doctors removed a part of his skull.  
Woodruff lived.

Woodruff started to remember.  
Woodruff still forgets sometimes.  
Woodruff is much better.

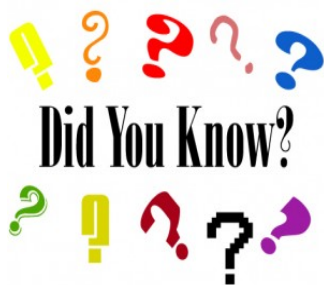


## Quick Facts About Connecticut's English Learners

### In the 2011-2012 School Year...

- Schools with 20 or more ELs who have the same dominant language are required to provide a bilingual program in the following year, according to state law.
- There were 217 Spanish bilingual programs, nine Portuguese bilingual programs, eight Creole-Haitian bilingual programs, two Arabic bilingual programs, and one each in Korean and Japanese in the state.
- Despite the increase in the number of LEAs offering bilingual programs, the number of ELLs in them fell by 1,000 over the past five years.

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



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

1. Scholarship opportunities for one graduate-level course, TSL 518, Sheltered Instruction for ELs, summer 2015.
2. Professional development workshops:
  - a) Basic workshop (10 hrs) for mainstream teachers, special education teachers, pupil service personnel, and administrators who have had less than 10 hours of training. The goal of this training is to provide educators with the tools to make their mainstream lessons accessible to ELs of varying language proficiency.
  - b) Advanced workshop for educators who have received minimally 8-10 hours. Topics include: literacy and vocabulary development for ELs, linguistic and content assessment, language development vs. learning disability and peer coaching.
  - c) STEM specific workshops with a focus on math and science for ELs (coming next academic year, 2014-15)

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