

ELs in Education

Winter, 2013-2014, # 7

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 six 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:

Provide PD on Sheltered Instruction for ELs

"PD opportunities to enhance the understanding of ELL education needs (for all teachers, not just a select few)."

"PD should be made available to teachers to become stronger at this. We need a sound base to build from."

"Job embedded PD takes time and practice. ...PD should be from the classroom outward and not top down."

"Districts need to provide adequate training as their population is changing."

"Illustrates the need for content specialties to be train on how to make info/language accessible to ELLs."

Provide PD for All School Community: Teachers, Support Staff and Administrators

"Development of community of learners requires engagement of entire community."

"All administrators and teachers should be required to take this type of workshop."

"PD for all new teachers in teaching ELLs (not only new teachers but all teachers)."

"Share within the school district, as well as inter-district."

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

ANNOUNCING OUR NEW CURRICULUM LIBRARY FOR ELs www.SouthernCT.edu/tat

Your teachers can search more than 200 curriculum units by grade (K-adult) and subject and download immediately to use to effectively teach English learners. All units have been modified for English learners by local area teachers through the application of sheltered instructional strategies.



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

- Offer Culturally Relevant PD to Foster Understanding
- Train Teachers How to Create Authentic Assessment & Support Its Implementation

Best Practices From the Classroom

For Spanish speaking ELs, the 'th' sound can be very challenging because it does not exist in Spanish. Fifth grade teacher Rachel Ramos designed a listening aspect of her lesson on decimals to get her students to discriminate between a number and a decimal (e.g. ten vs. tenths). This distinction is important for ELs to understand, regardless of their first language because it can be the difference between right and wrong. By modifying this lesson for different language levels, Ramos gives the students the chance to achieve the content objective, while using their available English listening skills appropriate to their level.

Level 4/5 (Near fluency)

Section 2: Listen to the teacher say a number. Write the number as a fraction next to the letter F. Write the number as a decimal next to the letter D.

1. F: _____ D: _____

2. F: _____ D: _____

3. F: _____ D: _____

Level 2 (Speech Emergent)

Section 2: Listen to the teacher say a number. Find the decimal and fraction that are the same as what she says. Mark that decimal with the shape the teacher shows you.

4. $\frac{11}{100}$.11 _____

5. $\frac{5}{1000}$.005 _____

6. $\frac{2}{10}$.2 _____

Level 3 (Intermediate)

Section 2: Listen to the teacher say a number. Fill in the place value chart to write the decimal. Write the fraction on the line.

4. _____

5. _____

6. _____

Tenths	Hundredths	Thousandths
•		
•		
•		

Level 1 (Early Production/Beginner)

Section 2:

Listen to the teacher say a number.

Write "yes" if the fraction and the decimal match what she says.

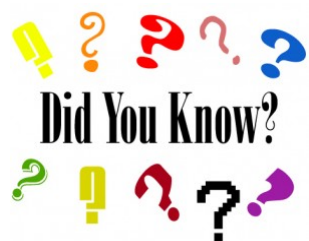
Write "no" if the fraction and decimal do not match what she says.

1. $\frac{11}{100}$.11 _____

2. $\frac{5}{1000}$.005 _____

3. $\frac{2}{10}$.2 _____

Quick Facts About Connecticut's English Learners



In the 2011-2012 School Year...

- ELs spoke 139 different dominant languages. Spanish accounted for 72% of ELs.
- There were 29,527 ELLs in 164 public LEAs. 4,688 ELLs were also identified for special education.
- In the 2010-11 school year, 4,412 ELL students (14.5 percent) met the CSDE's English mastery standard.

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

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

Two levels of professional development training in best instructional practices for mainstream teachers, pupil service personnel and administrators:

- 1) a basic 10-hour training for all teachers who have had less than 5-10 hours of PD;
- 2) an advanced training (for completers of above PD) in multiple modules, each approx. 2.5 hours, to include: Vocabulary Development for Literacy, Assessing English Learners, Learning Disability or Language Development, and Peer Coaching. A 6-hour STEM specific training is in development and will also be available in 2014-2015.

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