

# ELs in Education

Training for All Teachers Program @ SCSU

Spring, 2015 # 11

## 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. **Strengthening Community and Parent connections** 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.

**A call from the classroom to the administration:**

### Improve School to Community Connections

"Community projects that bring immigrants and natives together."

"Community/School expectations shared."

"Social/civic awareness valued in school's missions (and in it's practices!)"

"Welcoming environment in place from central office down to the classroom, as an example for all."

### Facilitate Teacher-Parent Communication

"Families are treated as resources and partners. Example: school asks families who speak a specific language for help in translating."

"Make families a part of the school/district. Example: Devote books in the library to highlight culture in some visible way."

"Train teachers on how to build and maintain relationships with families."

"Developing/encouraging a welcoming environment to families."

### Coffee Q & A with 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.**

## Don't miss TAT's classroom resources...

### 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 & Bilingual Education Program.













### Teacher Resources

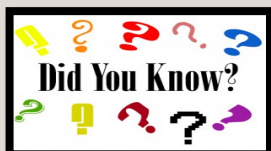
Also available in this virtual library are Country/Culture Cards, a one-page descriptor of cultural and linguistic information bullets for each of the major countries represented by our CT immigrant students (again, produced by working teachers in our program). Also available are the TAT quarterly newsletters,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



## Best Practices From the Classroom...

At the end of a sixth grade unit on simple machines, Kristine Anderson creates an opportunity for all her ELs to participate. The *Friction* handout (below, left) has been modified for ELs 1-5. It incorporates visuals and multiple-choice responses to allow beginner ELs the opportunity to demonstrate content growth. The listening guide clues in ELs during the final review of key content concepts. The student can circle the appropriate answers or preview the next question and look at the answer choices to participate more actively in the full class review. For the full unit, please visit the TAT Curriculum Library.

FRICTION				Listening Guide																	
<p>Work = force x distance</p> <p>1. Record your observations in the table below. For each surface test, calculate the amount of work performed.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 30%;">Surface Tested</th> <th style="width: 15%;">Force (newtons)</th> <th style="width: 15%;">Distance (meters)</th> <th style="width: 15%;">Work (joules)</th> </tr> </thead> <tbody> <tr> <td style="text-align: left; padding: 5px;">  Wooden board </td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: left; padding: 5px;">  Carpet </td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: left; padding: 5px;">  Desktop </td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Surface Tested	Force (newtons)	Distance (meters)	Work (joules)	 Wooden board				 Carpet				 Desktop				<p>The surface that took the most work was the ____</p> <p>More force was needed to move the brick across the carpet because it's ____</p> <p>The different between the board, desk, and carpet was the ____ of the surface.</p> <p>The brick moved the easiest on the ____ because the</p> <p>surface is ____.</p> <p>The most friction happened on the ____</p>	
Surface Tested	Force (newtons)	Distance (meters)	Work (joules)																		
 Wooden board																					
 Carpet																					
 Desktop																					
<p>2. On which surface was the most amount of work done by moving the brick? Why?</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  desktop </div> <div style="text-align: center;">  carpet </div> <div style="text-align: center;">  board </div> </div>				<p>carpet wooden board desktop</p> <p>bumpy rough not smooth</p> <p>smoothness roughness bumpiness</p> <p>desktop carpet floor</p> <p>smooth not bumpy not rough</p> <p>desktop carpet floor</p>																	



### Quick Facts About Connecticut's ELs & Our Educators

"...Connecticut's four-year **high school graduation rate for students learning English is significantly lower than for native English speakers.** In 2013, it was 63.8 percent for English Language Learners, compared with 86.6 percent for everyone else."

"While the state's K-12 enrollment is declining, **the number of ELL students is increasing** and now accounts for 6 percent of K-12 population."

<http://www.courant.com/news/connecticut/hc-connecticut-bilingual-education-1220-20141225-story.html#page=1>

### We offer educators in Connecticut:

Professional development workshops for mainstream educators, student service personnel and administrators:

1. **Basic workshop** (10 hours) 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 and engaging to ELs of varying language proficiency.
2. **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.



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