English Language Learner (ELL) Support Strategies for Administrators

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Thursday, July 16, 2009

Goals for Today

- **Provide current research on literacy needs of ELLs.**
- **Identify ways to provide strategies for administrative support:**
  - **collaboration**
  - **instructional practices**
  - **professional development**
- **Identify resources for research and strategies.**

Get ready! Get set!

- **Pick up three cards:**
 - One yellow
  - One blue
  - One pink
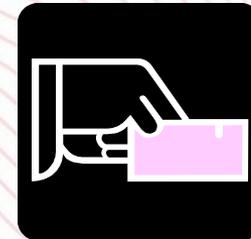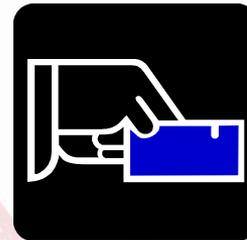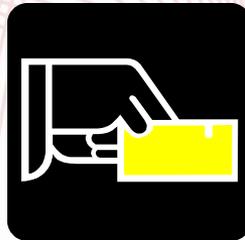
- **Share this information:**
  - On the yellow, write a question you have about strategies that can be used with ELLs.
  - On the blue, write a question you have about professional development ideas for your staff to assist them with their ELLs.
  - On the pink, write a successful strategy used by your school or district that has helped improve achievement levels.

- **Keep your pink card. We will collect the other cards.**

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Go!
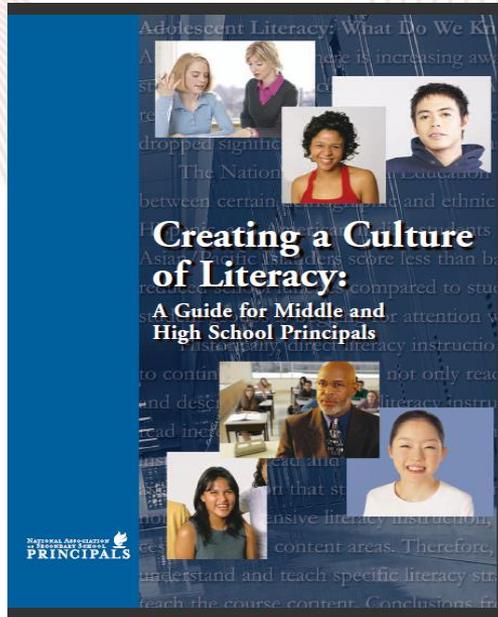
- **Answer questions one through nine of the Literacy Survey.**

- **We will discuss your ratings later in the presentation.**
  - 5 = Very Important
  - 1 = Not Important

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Literacy Development

- **Social language**

- **Academic language**

Highly Effective Strategic Teachers
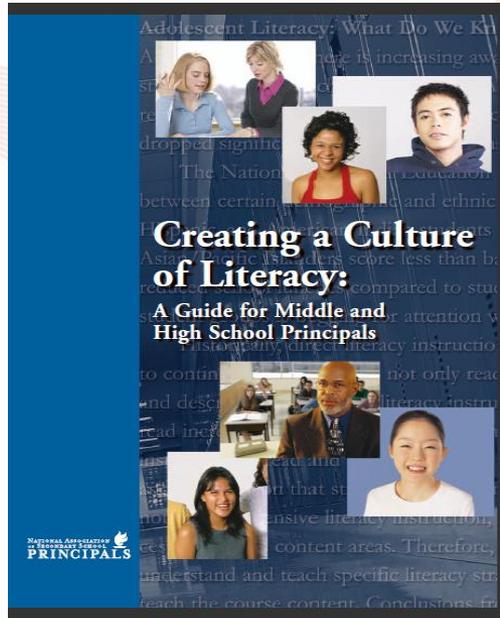
Creating A Culture of Literacy
National Association of Secondary School
Principals p. 46
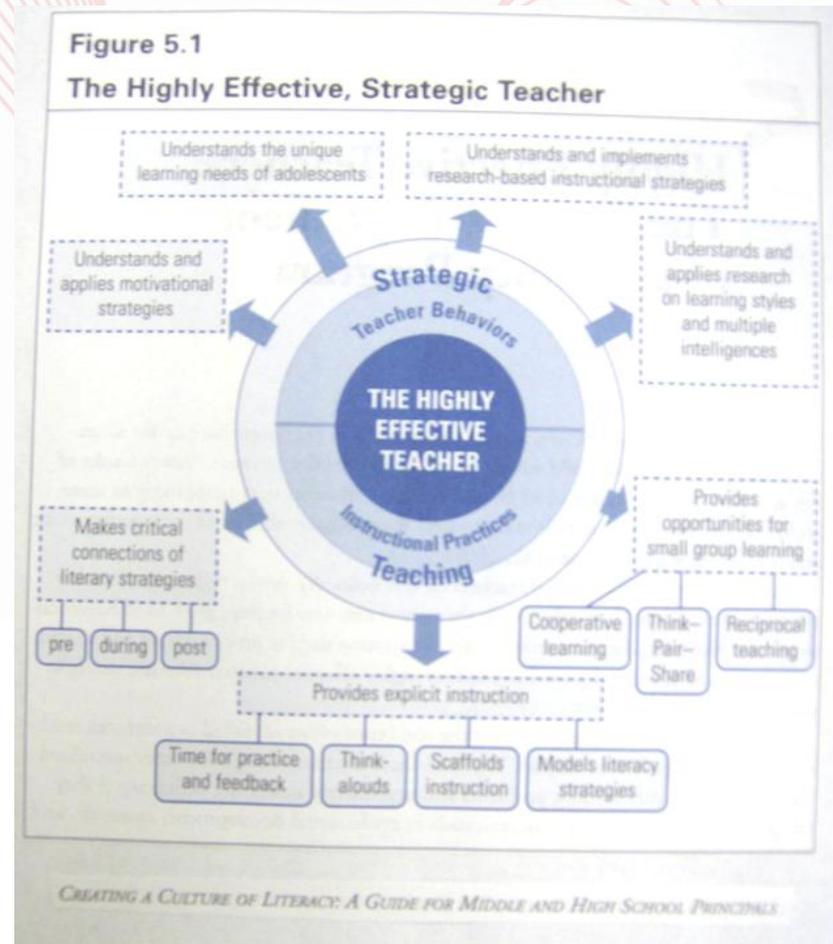
Figure 5.1
The Highly Effective, Strategic Teacher

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In the classroom, teachers should . . .

- **Increase comprehensibility**
- **Increase interaction**
- **increase thinking skills**

In the Classroom

Increase Comprehensibility

- **Build background knowledge**

- **Nonverbal clues: pictures, realia**

- **Modeling**

- **Adjust instructional language**

In the Classroom

Increase interaction

- **Cooperative learning**
- **Learning centers**
- **Study buddies**

In the Classroom

Increase thinking skills

- **Utilize Bloom's Taxonomy thinking questions**
- **Think alouds**
- **Longer wait time**
- **High expectations**

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Comprehension Requires . . .

- **Vocabulary**
- **Word study**
- **Fluency**
- **Motivation**
- **Comprehension strategies**

Vocabulary

Aural: Listening

Oral: Speaking

Print: Reading
Writing

VOCABULARY

Marzano's Six Steps:

1. Provide a description, explanation, or example of the new term.

2. Students restate term in their own words.

3. Students represent term using a graphic, picture, or pictographic form.

4. Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.

5. Students use the new term in writing and conversation.

6. Involve students periodically in games that allow them to play with terms.

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Word Study

- **Give students many and diverse opportunities to practice.**

- **Hands-on activities are crucial.**

Cognates: *<latinamericalinks.com/spanish_cognates.html>*

07/07/2007 05:57 PM
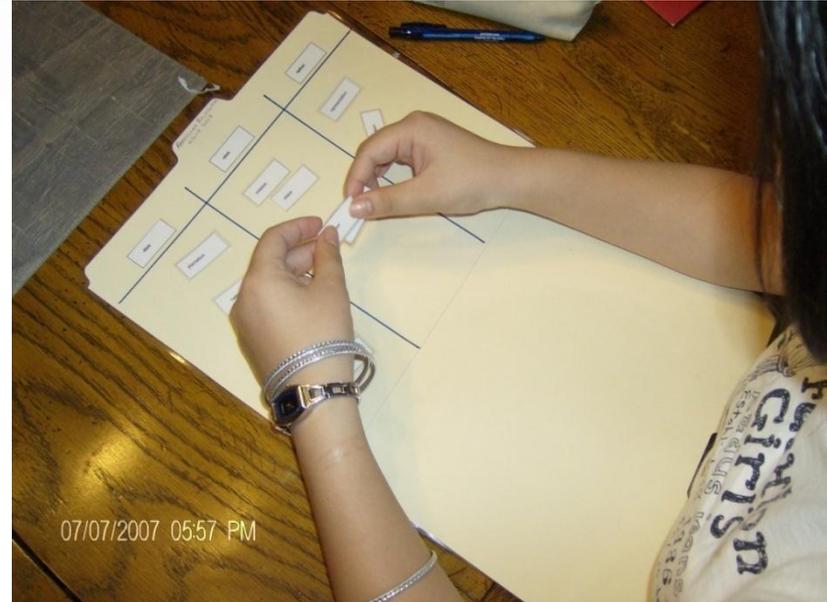
Reading Fluency

- **Prosody**
- **Automaticity**
- **Accuracy**

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Reading Fluency

Speaking fluency is linked to comprehension.
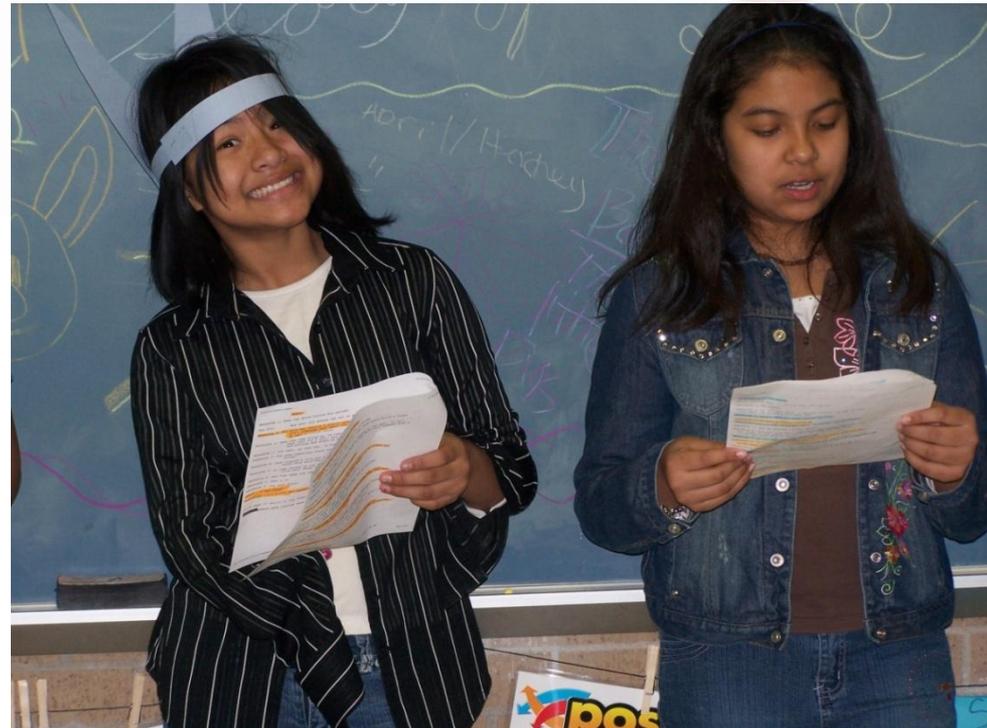
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Motivation

- **Relevance**
- **Clear goals**
- **Background knowledge**
- **Choice**
- **Interaction**

Collaboration is the key for ELLs.

Types of Effective Collaboration:

➢Teacher with teacher
- Content area with content area
- Content area with specialist

➢Teacher with administrator

➢Parent with teacher
- Parent with content area
- Parent with specialist

➢Parent with administrator

➢State level with district level

➢District level with community groups

➢District level with school level

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What role does collaboration play in your district?

WIDA English Language Proficiency (ELP) Standards and Priority Academic Student Skills (*PASS*) Alignment Study in January 2009

Discussion Time:
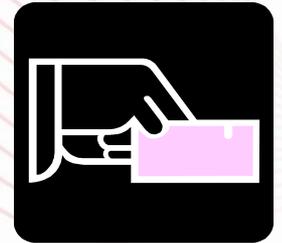
•Share the successful strategy that has helped improve achievement levels at your school or district.

•Share this strategy with three people.

•Write down two or three strategies you hear from others that you might try.

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Where can I locate other materials, assistance, or ideas to jump start my collaboration?

WEB OPPORTUNITIES

BILINGUAL/TITLE III INFORMATION

PROFESSIONAL DEVELOPMENT

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Web Opportunities
Examples of Collaboration

- <www.delicious.com/espanola_ok>

- <www.delicious.com/oklahoma_ell>

- <www.bilingualeducationok.com>

Are you a member of the Bilingual Listserv

or the Reading/Literacy Listserv?

If not, sign up with us today!

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Bilingual Education/Title III Examples of Collaboration

- **ELL placement policy**
- **On-site monitoring documents**
- **Desktop monitoring documents**
- **Home language surveys**
- **Example parent letters**
- **List of ELL book study ideas available**
- **List of children's books available**

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Examples of Collaboration—Professional Development
Sheltered Instruction Observation Protocol (SIOP)

What Is the SIOP Model?

The Sheltered Instruction Observation Protocol (SIOP) Model* is a research-based instructional model that addresses the academic needs of English learners.

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SIOP (continued)

The SIOP Model consists of eight interrelated components:

- Lesson preparation
- Building background
- Comprehensible input
- Strategies
- Interaction
- Practice/application
- Lesson delivery
- Review/assessment

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SIOP (continued)

- **Using instructional strategies connected to each of these components, teachers are able to design and deliver lessons that address the academic and linguistic needs of English learners.**

- **Go to <http://www.cal.org/siop/index.html> for further information about free online resources and training that may be customized for your district's needs.**

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Examples of Collaboration—Professional Development
World-class Instructional Design and Assessment (WIDA)

- **At the classroom level, WIDA's professional development opportunities provide teachers with the tools necessary to empower their students to achieve their academic and linguistic goals.**

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WIDA Professional Development
continued

- **At the school or district level, WIDA offers opportunities for teams of teachers and administrators to collaborate in making curricular and instructional decisions based on classroom and testing data. Emphasis is placed on enhancing the creation, use, and analysis of assessments, facilitating school reform, and understanding language acquisition issues. As professional learning communities, schools can move forward with common understandings and goals to improve the education of ELLs.**

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WIDA Professional Development Offerings

- **Assessment**
  - WIDA ELL data retreats
  - Collaboration
  - Formative assessment
  - Interpretation of score reports
- **Curriculum and Instruction**
  - English language proficiency standards
  - Working with ELLs
  - Collaboration to meet the academic needs of ELLs
- **System/School Improvement Initiatives**
  - WIDA ELL data retreats

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Classroom Instruction that Works with English Language Learners

- **A self-study guide on effective ELL instruction**
- **Parent involvement and classroom needs are addressed**
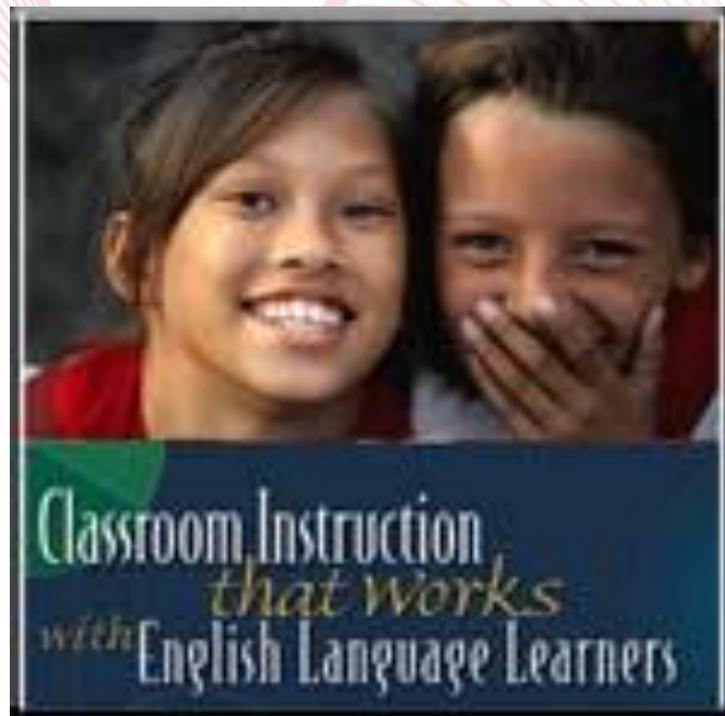
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Questions?

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