# Supporting Teachers of English Learners

Boston After School & Beyond

Site Manager Summer Institute

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Center for Collaborative Education

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# Learning Objectives

Participants will be able to:

- Examine effective strategies for engaging and teaching ELLs in alignment with the four power skills (critical thinking, perseverance, relationships, self-regulation)

- Practice effective strategies for supporting staff in their continuous improvement of teaching ELLs

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# Introducing Ourselves

- Name
- Role
- One word

# About the Center for Collaborative Education

**CCE's Vision for Schools**

- Equity and data are embedded in all conversations and practices,
- Teaching and learning are purposeful, challenging, and have value beyond school,
- Assessment demonstrates the competence of students in multiple ways, and
- Collaborative practices improve teaching and learning.

# Agenda

- Self-assessment
- Language acquisition and strategies overview
- Strategies in action
- Reflection on power skills
- Practice giving feedback
- Exit Slip

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# Let's Remember…

- ELLs = not a homogenous group—very diverse!

- Integrate and learn from home language and culture

- Learning a language takes <u>time</u> and <u>support</u>

- Sociocultural context is important

- A growth mindset is helpful for ALL of us!

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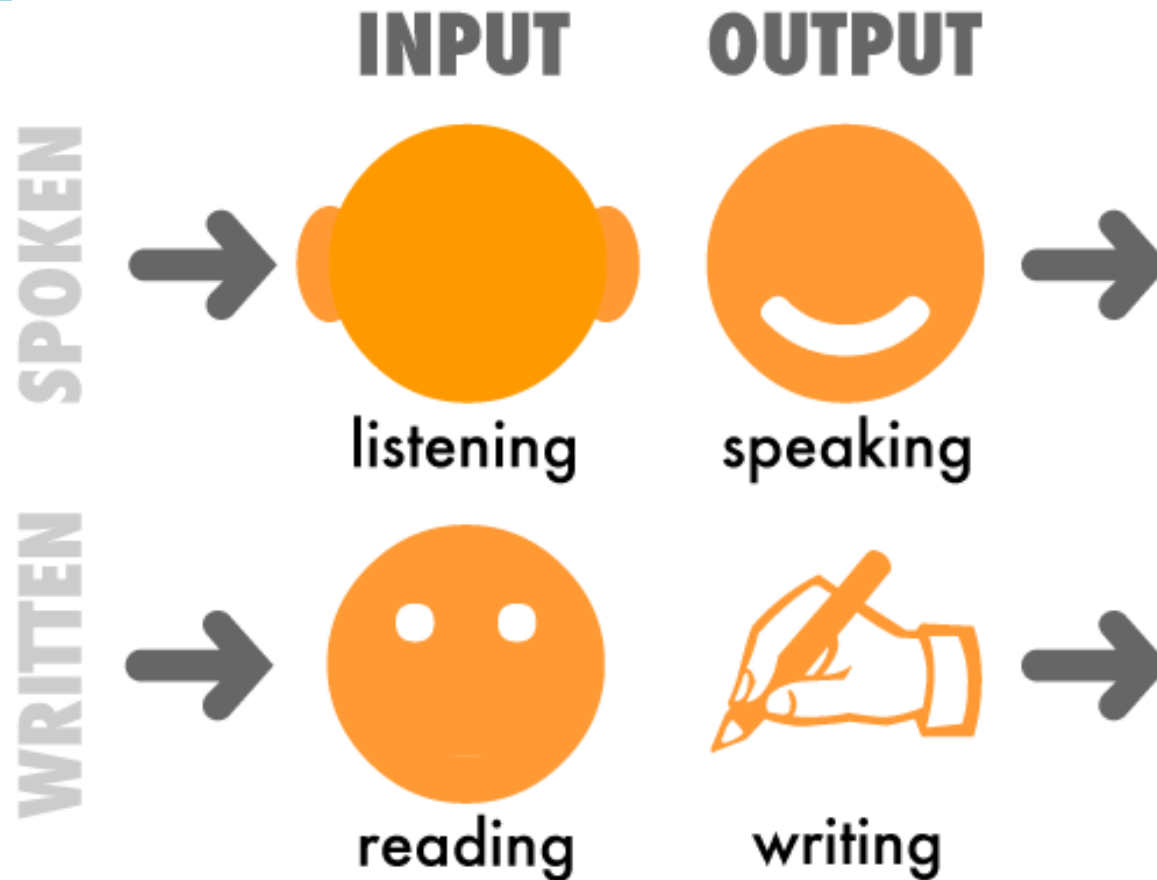Education

# ELLs are doing "Double Duty"
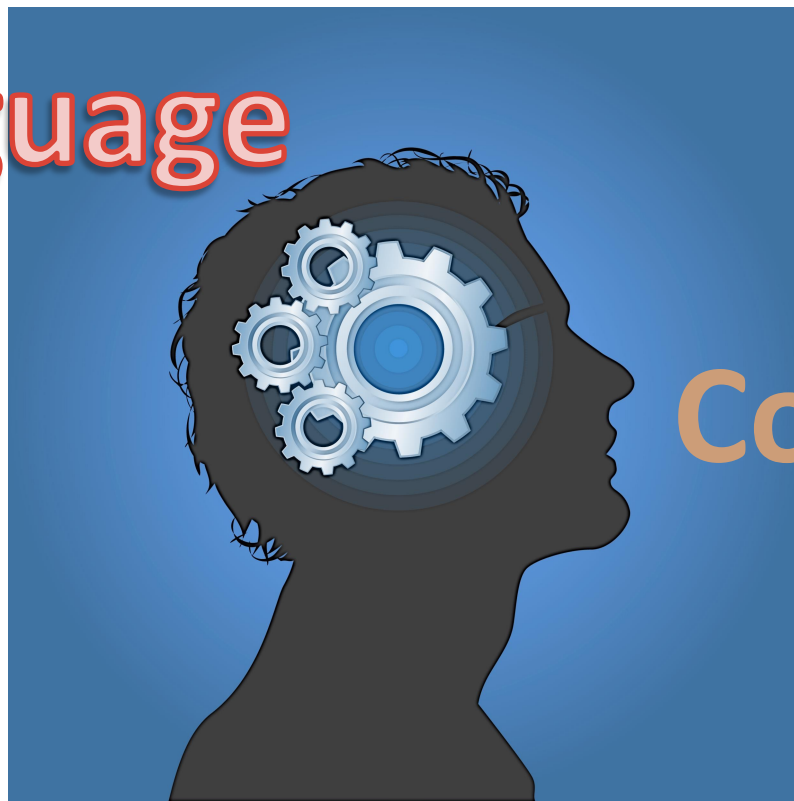
# WIDA Performance Definitions

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce…

| | **Discourse Level** | **Sentence Level** | **Word/Phrase Level** |
|---|---|---|---|
| | **Linguistic Complexity** | **Language Forms and Conventions** | **Vocabulary Usage** |
| **Level 6 – Reaching** Language that meets all criteria through Level 5, Bridging | | | |
| **Level 5 Bridging** | • Multiple, complex sentences<br>• Organized, cohesive, and coherent expression of ideas | • A variety of grammatical structures matched to purpose and nearly consistent use of conventions, including for effect<br>• A broad range of sentence patterns characteristic of particular content areas | • Technical and abstract content-area language<br>• Words and expressions with precise meaning related to content area topics |
| **Level 4 Expanding** | • Short, expanded, and some complex sentences<br>• Organized expression of ideas with emerging cohesion | • A variety of grammatical structures and generally consistent use of conventions<br>• Sentence patterns characteristic of particular content areas | • Specific and some technical content-area language<br>• Words and expressions with multiple meanings or common collocations and idioms across content areas |
| **Level 3 Developing** | • Short and some expanded sentences with emerging complexity<br>• Expanded expression of one idea or emerging expression of multiple related ideas | • Repetitive grammatical structures with occasional variation and emerging use of conventions<br>• Sentence patterns across content areas | • Specific content words and expressions (including content-specific cognates)<br>• Words or expressions related to content areas |
| **Level 2 Emerging** | • Phrases or short sentences<br>• Emerging expression of ideas | • Formulaic grammatical structures and variable use of conventions<br>• Repetitive phrasal and sentence patterns across content areas | • General content words and expressions (including common cognates)<br>• Social and instructional words and expressions across content areas |
| **Level 1 Entering** | • Words, phrases, or chunks of language<br>• Single words used to represent ideas | • Simple grammatical constructions (e.g., commands, Wh- questions, declaratives)<br>• Phrasal patterns associated with common social and instructional situations | • General content-related words<br>• Everyday social and instructional words and familiar expressions |

…within sociocultural contexts for language use.

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# Language



INPUT OUTPUT

SPOKEN → listening speaking →

WRITTEN → reading writing →

from oneluckysoul.blogspot.com

# Beginning (Levels 1-2)

- Vocabulary is limited; may not use technical language yet

- Can be silent; can speak phrases and short words

**STRATEGIES:**

- Yes/no and WH-questions

- Visuals and gestures

- Word walls/notebooks and sentence frames

- Language buddies

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# Intermediate (Levels 3-4)

- Vocabulary is growing with some technical language
- Can produce phrases and short sentences

**STRATEGIES:**

- Turn and talk to build oral language
- Sentence frames
- Explain idiomatic phrases or expressions
- Connect text to the spoken word

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# Advanced (Levels 5-6)

- Approaching proficiency of non-ELL peers
- Technical vocabulary and literacy may still be developing

**STRATEGIES:**

- Provide graphic organizers for writing
- Explain multiple meaning words
- Learning logs, front-loading

# Supports

**Figure 3G: Examples of Sensory, Graphic and Interactive Supports**

| Sensory Supports | Graphic Supports | Interactive Supports |
|---|---|---|
| • Real-life objects (realia)<br>• Manipulatives<br>• Pictures & photographs<br>• Illustrations, diagrams & drawings<br>• Magazines & newspapers<br>• Physical activities<br>• Videos & Films<br>• Broadcasts<br>• Models & figures | • Charts<br>• Graphic organizers<br>• Tables<br>• Graphs<br>• Timelines<br>• Number lines | • In pairs or partners<br>• In triads or small groups<br>• In a whole group<br>• Using cooperative group structures<br>• With the Internet (Web sites) or software programs<br>• In the native language (L1)<br>• With mentors |

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# Strategies in Action #1

# Strategies in Action #2

# Strategies in Action #1

# All videos

- Jill C: https://vimeo.com/127514647

- Jill C Students: https://vimeo.com/127521189

- Julie D: https://vimeo.com/126295091

- Erik Think Aloud: https://vimeo.com/126254008

- Erik in Classroom: https://vimeo.com/125059932

# Reflect on Power Skills

How can we ensure that ELLs develop their power skills?

- Critical thinking
- Perseverance
- Relationships
- Self-regulation
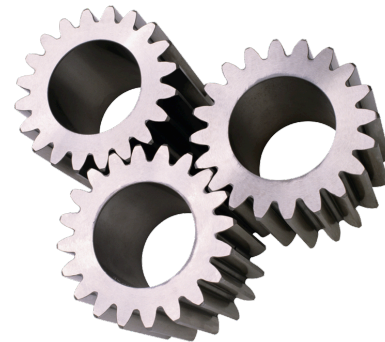
# Practice Supporting Teachers: Scenario A

- Every time you visit Mr. Alvarez's STEM classroom, Mr. Alvarez is the one doing the talking. Students seem disengaged or have questions about what he is teaching that they're asking each other.

# Practice Supporting Teachers: Scenario B

- Ms. Flaherty teaches performing arts. Students produce complex products like theater productions and set designs.  Even though the students are eventually highly productive when they are on task in their group assignments, they seem very confused when she's giving directions in whole group, when starting or closing a lesson.

# Exit Slip

- 3 things you learned
- 2 questions
- 1 thing you will do

# Thank You!

# Resources

- [Discovery Education: Teaching English Language Learners](#)

- CCE's Teacher Leadership Network: Ensuring Equity for ELLs.

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