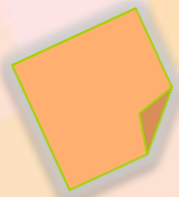


The Power of Two

Collaboration to Support English Learners

CCRC 2014



Why collaborate to support ELLs?

- To integrate language and content for ELL instruction
- To ensure that ELLs have access to grade-level content
- To make data-informed decisions
- To swap best practices and learn from each other!

Discussion Groups

What does collaboration
look like in your specific
professional context?

Collaboration is **hard!**

Video Interview with Dr. Christine Goldstein

Open on [Vimeo](#) or [Youtube](#)

Your Experiences

What kinds of experiences
have you had with
collaboration?

Similar or different? How?

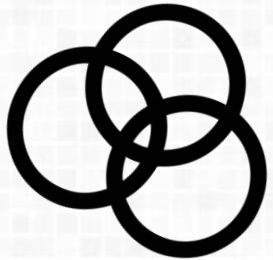
Essential Question

**How can educators
best collaborate to
meet the
needs of ELLs?**

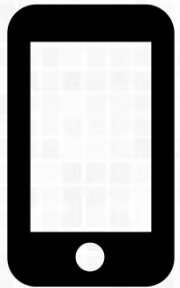
Three Essential Areas



1. Relationships



2. Roles



3. Logistics



Relationships: The Issues

- Lack of trust of others' knowledge of language development or content
- Protection of one's territory and space
- Confusion about each other's roles
- Ambiguity of expectations from administrators
- Anxiety about working with another professional or with an ELL

Others?

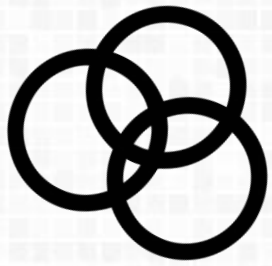


Relationships: Ways Forward

- Conversation tools for first meetings (i.e., *Coffee Talk* resource)
- Communication roadmaps tailored to the educators involved (i.e., *Admin/ESOL Meeting Notes* tool)
- Participation in faculty life
- Transparency

Others?

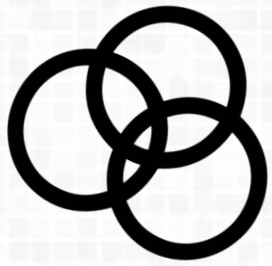




Roles: The Issues

- Lack of a shared sense of responsibility
- Conflicting visions for progress
- Disjointed knowledge of language and content standards
- Isolation of content and ELL resources

Others?



Roles: **Ways Forward**

- Attend planning meetings and curriculum updates whenever possible
- Celebrate student successes
- Burn the chair: be visible and help all
- Share knowledge about language and content standards (*MdCCRS and MPIs*)
- Share vision of what an ELL's success in the content classroom looks like
(*CAN DO Descriptor and Philosophy*)

Others?



ELD STANDARD: The Language of Science

EXAMPLE TOPIC: Forms of energy

CONNECTION: *Next Generation Science Standards (NGSS) for Middle School (MS-PS-2-5):* Use representations of potential energy to construct an explanation of the change in kinetic energy of an object as it moves in an electrical, gravitational, and magnetic field. Plan and carry out investigations to show that in some chemical reactions energy is released or absorbed. Use and/or construct models to communicate the means by which thermal energy is transferred during conduction, convection, and radiation.

Example Context for Language Use

Cognitive Function

EXAMPLE CONTEXT FOR LANGUAGE USE: Students decide with peers the types of energy transfers that occur in various situations from everyday life (e.g., glow sticks, thunderstorms, simple engines) to demonstrate the conservation of energy.

COGNITIVE FUNCTION: Students at all levels of English language proficiency will ANALYZE energy transfer.

	<u>Level 1</u> <u>Entering</u>	<u>Level 2</u> <u>Emerging</u>	<u>Level 3</u> <u>Developing</u>	<u>Level 4</u> <u>Expanding</u>	<u>Level 5</u> <u>Bridging</u>	<u>Level 6</u> <u>Reaching</u>
SPEAKING	State how energy transfers using visual supports (e.g., "heat," "light," "sound")	Give examples of how energy transfers using sentence frames and graphic	Describe how energy transfers using sentence frames and graphic supports (e.g., "_____ transferred. _____ energy is stored.")	Compare and contrast how energy transfers using graphic supports	Discuss how energy transfers using graphic supports	

Topic-related Language

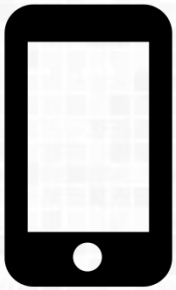
TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: energy transfer, conservation of energy, sound wave, kinetic energy, potential energy, thermal energy

CAN DO Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> Point to stated pictures, words, or phrases Follow one-step oral directions (e.g., physically or through drawings) Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") Match classroom oral language to daily routines 	<ul style="list-style-type: none"> Categorize content-based pictures or objects from oral descriptions Arrange pictures or objects per oral information Follow two-step oral directions Draw in response to oral descriptions Evaluate oral information (e.g., about lunch options) 	<ul style="list-style-type: none"> Follow multi-step oral directions Identify illustrated main ideas from paragraph-level oral discourse Match literal meanings of oral descriptions or oral reading to illustrations Sequence pictures from oral stories, processes, or procedures 	<ul style="list-style-type: none"> Interpret oral information and apply to new situations Identify illustrated main ideas and supporting details from oral discourse Infer from and act on oral information Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media 	<ul style="list-style-type: none"> Carry out oral instructions containing grade-level, content-based language Construct models or use manipulatives to problem-solve based on oral discourse Distinguish between literal and figurative language in oral discourse Form opinions of people, places, or ideas from oral scenarios 	
SPEAKING	<ul style="list-style-type: none"> Express basic needs or conditions Name pre-taught objects, people, diagrams, or pictures Recite words or phrases from pictures of everyday objects and oral modeling Answer yes/no and choice questions 	<ul style="list-style-type: none"> Ask simple, everyday questions (e.g., "Who is absent?") Restate content-based facts Describe pictures, events, objects, or people using phrases or short sentences Share basic social information with peers 	<ul style="list-style-type: none"> Answer simple content-based questions Re/tell short stories or events Make predictions or hypotheses from discourse Offer solutions to social conflict Present content-based information Engage in problem-solving 	<ul style="list-style-type: none"> Answer opinion questions with supporting details Discuss stories, issues, and concepts Give content-based oral reports Offer creative solutions to issues/problems Compare/contrast content-based functions and relationships 	<ul style="list-style-type: none"> Justify/defend opinions or explanations with evidence Give content-based presentations using technical vocabulary Sequence steps in grade-level problem-solving Explain in detail results of inquiry (e.g., scientific experiments) 	

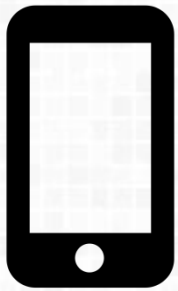
The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.



Logistics: The Issues

- Little to no common planning time
- Random student placement
- Lack of administrative support
- Mismatch of preferred communication methods

Others?



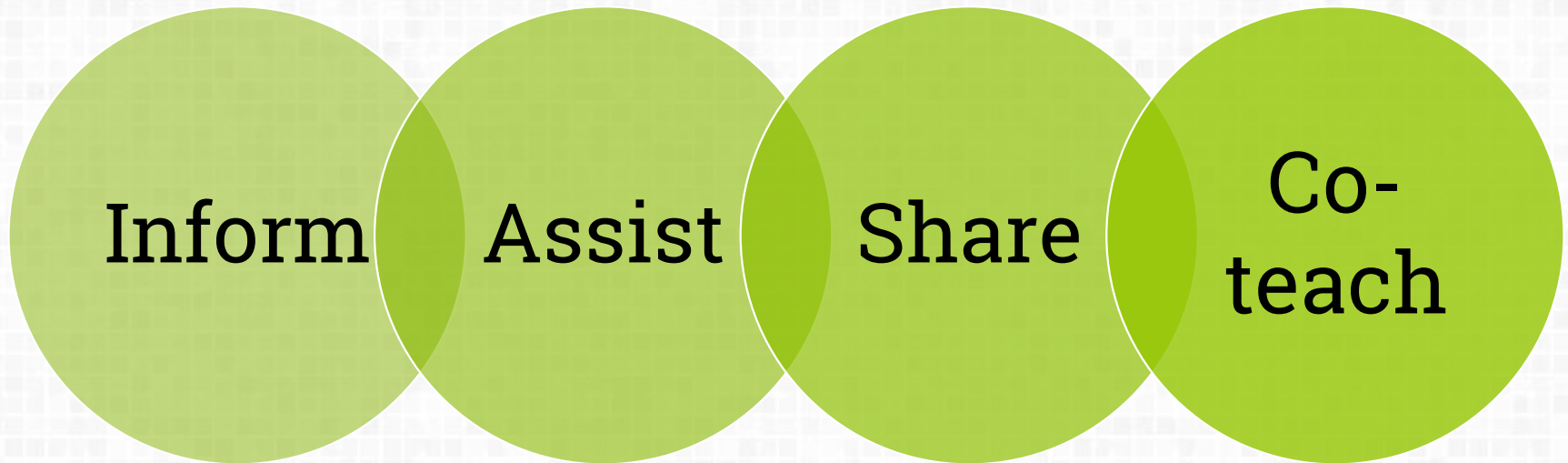
Logistics: **Ways Forward**

- Prioritize in-person communication methods until trust is built
- Establish sustainable habits of frequency and method for sharing
(Planning template shared on Google Docs)
- Talk to your administrators and get creative about placements and planning

Others?



The continuum: Where are you?

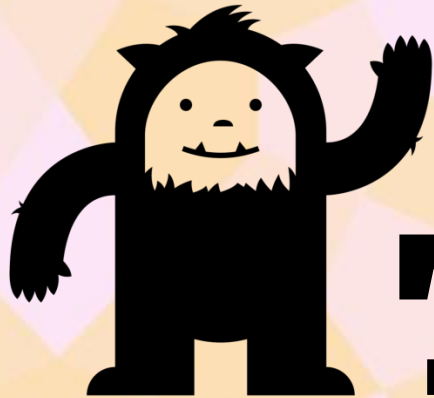


Increasing time commitment

My Plan for Collaboration

What are 1-3 strategies you can start with in August regarding:

1. Relationships?
2. Roles?
3. Logistics?



Thanks!

[Presenter names]

[Presenter contact info]