



ATA ESL-C Conference 2013



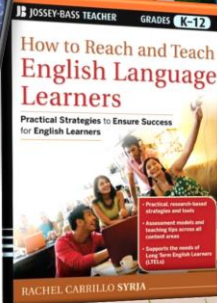
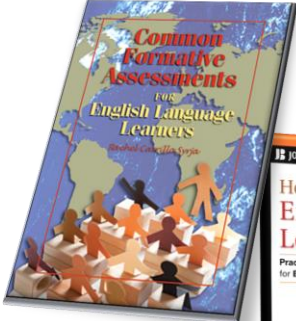
**Opening Keynote**  
**Helping English Language Learners Achieve**



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**Your Presenter:**  
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## Objectives – Where are we going?



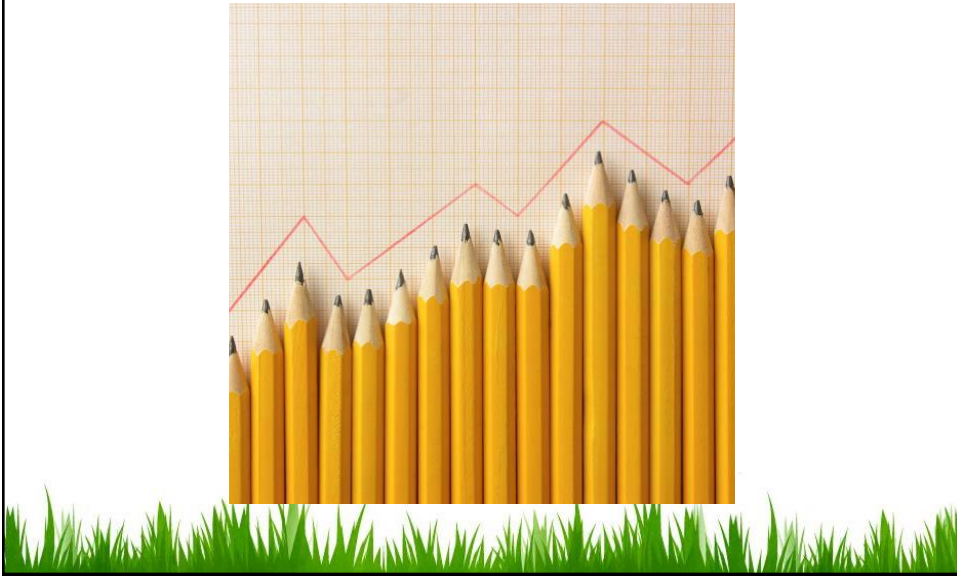
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### THE CASE FOR ACTION!

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## ELL Trends







## Building a Community



## Video Observation

<http://video.nationalgeographic.com/video/player/movies/god-grew-tired/cultural-differences-ggtu.html>

## Culture

- Apartment
- Shower
- Electricity
- Food
- Trash
- Santa Clause
- Behaviors



In classes with person-centered teachers, there is more **engagement**, more **respect** of self and others, **fewer resistant behaviors**... and there are **higher achievement** outcomes.

Hattie, 2009, p. 119



If the relationship is **strong**, instructional strategies seem to be more **effective**.  
Conversely, a **weak** or **negative** relationship will **mute** or even **negate** the benefits of even the most effective instructional strategies.

Marzano, 2011, p. 82



## THE IMPORTANCE OF KNOWING YOUR ENGLISH LEARNER POPULATIONS

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One immigrant's story...







## How was my mom able to support her children's education?

The rate of progress of an English language learner in acquiring a second language may be influenced by:

- prior English language exposure, experience and instruction
- the home language and the literacy level of the student and parents
- the language in the home environment (e.g., a home that is bilingual presents many opportunities for the learner to make connections in both languages)
- the language learning skills and strategies acquired in the home language, which can be transferred to the learning of English.

## 4<sup>th</sup> Grade Math through the eyes of an English Learner...

### Language Acquisition Level One


\_\_\_\_\_ 2  
\_\_\_\_\_  $\frac{3}{4}$  \_\_\_\_\_  
\_\_\_\_\_ 0.8 \_\_\_\_\_  
\_\_\_\_\_ ? \_\_\_\_\_

**Language Acquisition Level Two**



The total \_\_\_\_\_ of a \_\_\_\_\_ and the \_\_\_\_\_ it \_\_\_\_\_ is 2 \_\_\_\_\_. \_\_\_\_\_  $\frac{3}{4}$  of the \_\_\_\_\_ are \_\_\_\_\_, the \_\_\_\_\_ and the \_\_\_\_\_ \_\_\_\_\_ 0.8 \_\_\_\_\_. What is the \_\_\_\_\_ of the \_\_\_\_\_ \_\_\_\_\_ in \_\_\_\_\_?

**Language Acquisition Level Three**


The total \_\_\_\_\_ of a \_\_\_\_\_ and the cookies it contains is 2 \_\_\_\_\_. After  $\frac{3}{4}$  of the cookies are eat(en), the \_\_\_\_\_ and the \_\_\_\_\_ cookies \_\_\_\_\_ 0.8 \_\_\_\_\_. What is the \_\_\_\_\_ of the empty \_\_\_\_\_ in \_\_\_\_\_?

  
**Language Acquisition Level Four**

The total weight of a tin and the cookies it contains is 2 \_\_\_\_\_. After  $\frac{3}{4}$  of the cookies are eaten, the tin and the remaining cookies weigh 0.8 \_\_\_\_\_. What is the weight of the empty tin in \_\_\_\_\_?

  
**Language Acquisition Level Five**

The total weight of a tin and the cookies it contains is 2 pounds. After  $\frac{3}{4}$  of the cookies are eaten, the tin and the remaining cookies weigh 0.8 pounds. What is the weight of the empty tin in pounds?





**CHANGING COURSE**

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## Plan Instruction Appropriate to Each Level of Language Proficiency

1. Beginning
2. Developing
3. Expanding
4. Bridging
5. Extending



## Utilize all 4 Domains of Language when Differentiating Instruction

Listening, Speaking, Reading, Writing

### Considerations for Next Steps

#### Match Strategies to ELL Levels

What would work best?

Select Right Tool for The Right Job

#### Use of Differentiated Strategies

Start Small, Build Slowly

Frequency Will Increase

#### Reviewing and Revising Strategies

Thoughtful Data Analysis

“Replication of Success”



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