

Welcome to SW Plains ESOL Cadre #1

Mike Toole

Irene Perez

Carol Panzer

www.swprsc.org

How Important is a Name?

- <https://www.youtube.com/watch?v=tMH5xn5syqc>

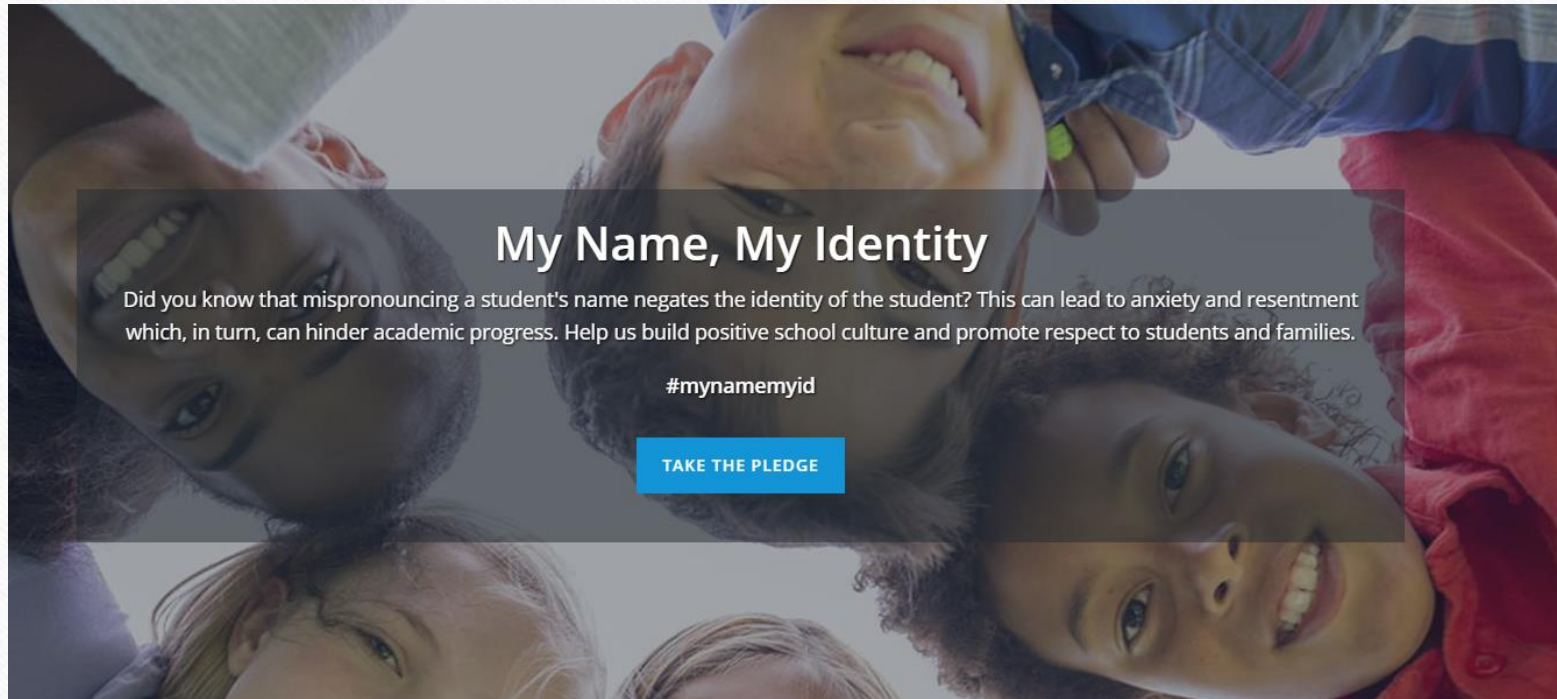


Ice Breaker/Introductions

- Get up and move around the room as the music plays
- When the music stops find a partner (preferably someone you don't already know)
- Introduce yourself and tell the story of your name



Mispronouncing a student's name negates the identity of the student!!



Resources available at mynameidentity.org



[HOME](#)

[TAKE THE PLEDGE](#)

[RESOURCES](#)

[PARTNERS](#)

[SIGN IN](#)

Global Competence Resources

In this section, the resources are listed based on their relevance to the dimensions of global competence presented in the publication, *Educating for Global Competence: Preparing Our Youth to Engage the World*, developed by the Council of Chief State School Officers (CCSSO), the EdStep Initiative and the Asia Society Partnership for Global Learning. The authors of the publication define global competence as “the capacity and disposition to understand and act on issues of global significance.” The resources are intended for individuals to use, with the global competence lens, while sharing the importance of respecting others’ names and identities with others. Through engaging in the My Name, My Identity Campaign, educators could integrate these four dimensions of global competence when designing learning experiences to prepare their students to be globally competent. To learn more, please click on each tab.

Investigate the World

Students investigate the world beyond their immediate environment.

[LEARN MORE](#)

Recognize Perspectives

Students recognize their own and others’ perspectives.

[LEARN MORE](#)

Communicate Ideas

Students communicate their ideas effectively with diverse audiences.

[LEARN MORE](#)

Take Action

Students translate their ideas into appropriate actions to improve conditions.

[LEARN MORE](#)

My Name, My Identity—for you and your staff

Take the Pledge



I, _____, do hereby affirm my commitment to the My Name, My Identity Campaign by pledging to

- Show respect to others' names and identities in schools by pronouncing students' names correctly
- Be a model for students by sharing information and resources about showing respect to others' names and identities
- Spread the word about the importance of respecting others' names and identities
- Share my name story on social media
- Be proud of who I am and celebrate our differences

Tell Us About Yourself



About You

-
- Julie Ewing from KSDE
 - Program updates
 - Assessment updates

 - Jenna Johnson
 - ILP and the IPS



Break



Biliteracy Certificate

- What do you call someone who speaks two languages?
- Monolingualism is the illiteracy of the 21st century. - Gregg Roberts, Utah State Office of Education



Definition

- “Biliteracy” refers to having a functional level of proficiency in two or more languages.
- The level of proficiency is not necessarily identical for all languages, but must include both social and academic language skills. This includes listening, speaking, reading and writing skills.



Collaborating Organizations: Four national organizations collaborated to create national guidelines for the Seal of Biliteracy:

- American Council on the Teaching of Foreign Languages (ACTFL)
- National Association of Bilingual Education (NABE)
- National Council of State Supervisors for Languages (NCSSFL)
- TESOL International Association (Teachers of English to Speakers of Other Languages)



Two-Tiered System

- Kansas Gold Seal of Biliteracy for “Intermediate Mid” (ACTFL)
 - attainable by learners following a 6-8 year sequence of middle school and high school courses.
- Kansas Platinum Seal of Biliteracy for “Advanced Low” (ACTFL).
 - attainable for students completing bilingual or dual language programs, or with extensive exposure to language outside of the school setting.

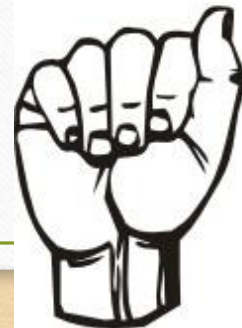


Proficiency Requirements—Examples

- English
 - Completing language arts requirements for high school graduation and by achieving benchmark score on a validated test (such as the Kansas ELA---3 or higher)
 - Kansas English Language Proficiency Assessment for English Language Learners “proficient (4)” or higher
- Other languages
 - Advanced Placement Exam (3 or 4 for gold, 5 for platinum)
 - International Baccalaureate Exam
 - Oral Proficiency Interview, Reading Proficiency Test, and Writing Proficiency Test (ACTFL)

Variations in proficiency levels will be made due to unique characteristics of certain languages

- Examples include, but are not limited to
 - Classical Greek
 - Latin
 - Native American Languages
 - American Sign Language



How can we support this?

- Newsela.com
- TweenTribune
- Google Translate
- Duolingo
- Dragon Dictation

TEXT SET

Política de los Estados Unidos

Created by Newsela Staff

📧 🌐 📌 📷 ❤️ 87

Aprende sobre las elecciones presidenciales de 2016 en Estados Unidos – quienes son los candidatos y cuales son los temas principales de sus campañas.



LAW 🌐 EN 393 02.17.16

LAW 🌐 EN 394 02.03.16

LAW 🌐 EN 212 01.25.16

Paraphrase Passport



Exploring ELPA21 Resources

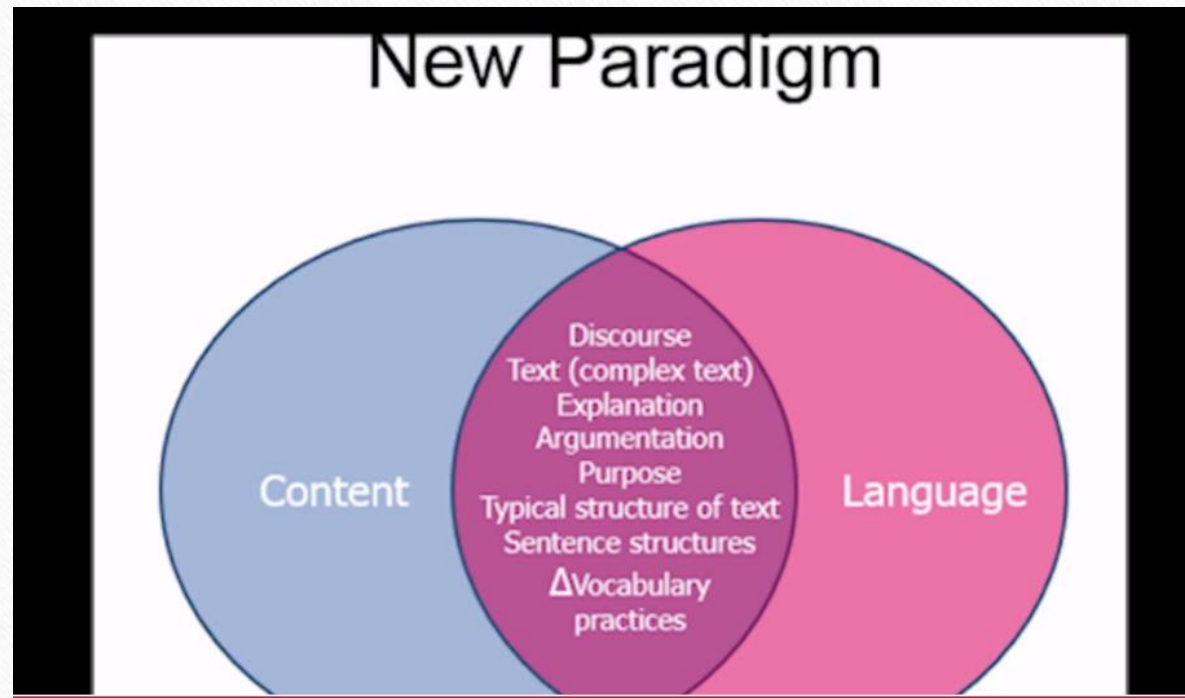
- Activate prior knowledge:
 - K—W—L
 - Quick Write
 - Draw a picture



History

- <http://www.elpa21.org/standards-initiatives/professional-development>
- If you want to find this link, go to <http://tinyurl.com/h9rgfov>
- **GOAL: To review of the history—and to remind us of our goals in educating ALL students**
- Elementary and Secondary Education Act 1965--we now call it Every Student Succeeds Act

The Freedom to Talk: Who is responsible?



**Language and
Content are not
separated.**

**We will see this
on the NEW
Praxis!**

From Education Week

- The Key to vocabulary gap is quality of conversation, not dearth of words.
- The 30 million word gap is arguably the most famous but least significant part of the landmark study: *Meaningful Differences in the Everyday Experiences of Young Children*.
- **But it is also the “back and forth” conversation between parent and child that research is now emphasizing.**

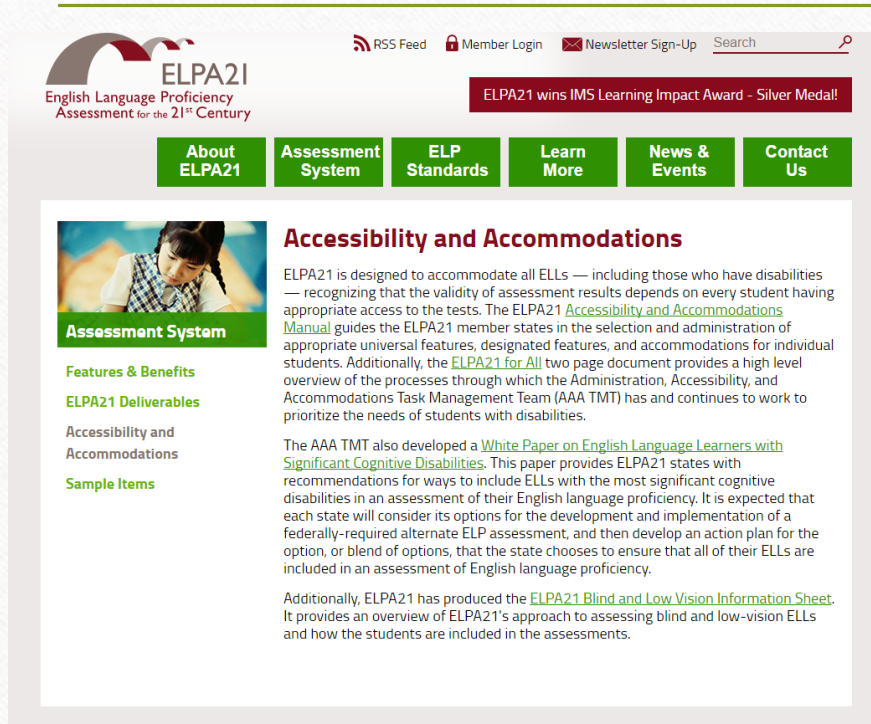
Look at Assessment/Sample Items

<http://www.elpa21.org/assessment-system/sample-items>

The screenshot shows the ELPA21 website homepage. At the top left is the ELPA21 logo with the text "English Language Proficiency Assessment for the 21st Century". To the right of the logo are links for "RSS Feed", "Member Login", and "Newsletter Sign-Up", along with a search bar. A red banner below the navigation menu reads "ELPA21 wins IMS Learning Impact Award - Silver Medal!". The navigation menu consists of five green buttons: "About ELPA21", "Assessment System", "ELP Standards", "Learn More", "News & Events", and "Contact Us". Below the navigation menu is a dark grey box with the heading "Who is Part of ELPA21?". The text inside the box states: "ELPA21 is made up of state education agency staff, experts in English language learning and standards, language development practitioners and researchers focused on the role of language in content-area classrooms." A green "Learn More" button is located at the bottom right of this box. Below this is a section titled "Get the Right Information, Relevant to You" featuring four people with labels above them: "For Educators" (a man with a book), "For Administrators" (a woman), "For Parents and Guardians" (a woman), and "For Students" (a child with a backpack and books).

How can you help teachers better prepare students?

Look at the White Paper information



The screenshot shows the ELPA21 website header with the logo and navigation menu. The main content area features a sidebar with links like 'Assessment System', 'Features & Benefits', and 'Sample Items'. The main article is titled 'Accessibility and Accommodations' and discusses the design of ELPA21 for students with disabilities, mentioning the AAA TMT and a white paper on significant cognitive disabilities.

ELPA21
English Language Proficiency
Assessment for the 21st Century

RSS Feed Member Login Newsletter Sign-Up Search

ELPA21 wins IMS Learning Impact Award - Silver Medal!

About ELPA21 Assessment System ELP Standards Learn More News & Events Contact Us

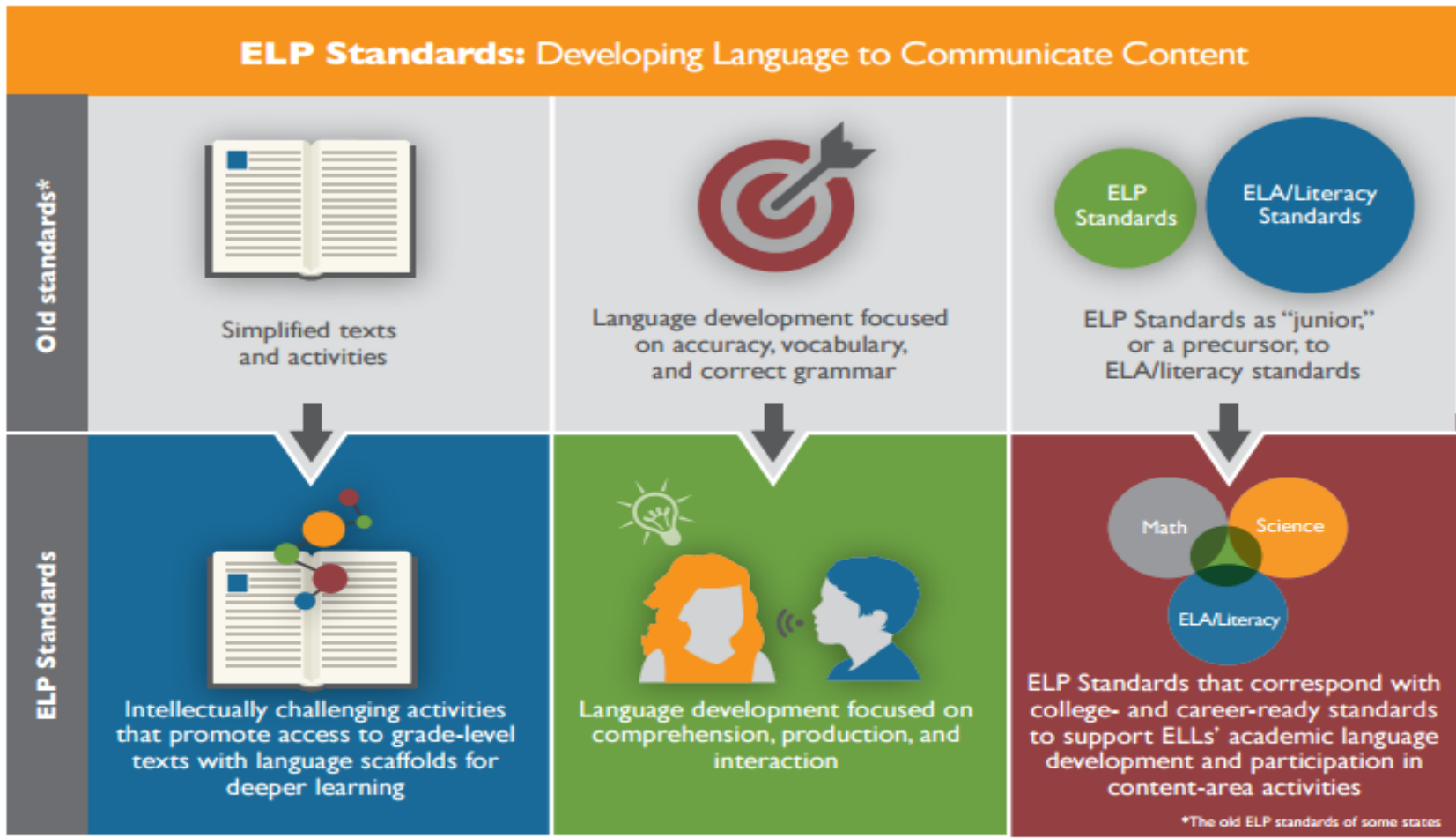
Accessibility and Accommodations

ELPA21 is designed to accommodate all ELLs — including those who have disabilities — recognizing that the validity of assessment results depends on every student having appropriate access to the tests. The ELPA21 [Accessibility and Accommodations Manual](#) guides the ELPA21 member states in the selection and administration of appropriate universal features, designated features, and accommodations for individual students. Additionally, the [ELPA21 for All](#) two page document provides a high level overview of the processes through which the Administration, Accessibility, and Accommodations Task Management Team (AAA TMT) has and continues to work to prioritize the needs of students with disabilities.

The AAA TMT also developed a [White Paper on English Language Learners with Significant Cognitive Disabilities](#). This paper provides ELPA21 states with recommendations for ways to include ELLs with the most significant cognitive disabilities in an assessment of their English language proficiency. It is expected that each state will consider its options for the development and implementation of a federally-required alternate ELP assessment, and then develop an action plan for the option, or blend of options, that the state chooses to ensure that all of their ELLs are included in an assessment of English language proficiency.

Additionally, ELPA21 has produced the [ELPA21 Blind and Low Vision Information Sheet](#). It provides an overview of ELPA21's approach to assessing blind and low-vision ELLs and how the students are included in the assessments.

A logical progression in the implementation of the requirements of ESEA and IDEA was not confirmed until 2014, when federal guidance made clear that states should develop alternate ELP assessments for those ELLs with disabilities “who cannot participate in regular assessments, even with accommodations, as indicated in their respective IEPs” (U.S. Department of Education, 2014, p. 8)



For more news about professional development resources and the ways ELPA21 is working with teachers and educators to best serve English language learners, visit elpa21.org. For more information about ELP Standards, visit the ELP Standards page. Visit the Professional Development page at elpa21.org.

ESOL & TITLE III

Strategies & OnDemand Writing Next Steps

September 13
October 28

8:30am-2:30pm
8:30am-2:30pm

Southwest Plains Conference Center
Hays District Office

September 13, 2016
with Carol Panzer

After lunch:
Ideas for New ESOL Coordinators



ENGLISH AS A SECOND LANGUAGE

Ideas for New ESOL Coordinators

Kim Panzer

kim.panzer@usd215.org

620-640-4420

The Essentials!

- We are the ESL students and families advocates!
- Build relationships with students and families.

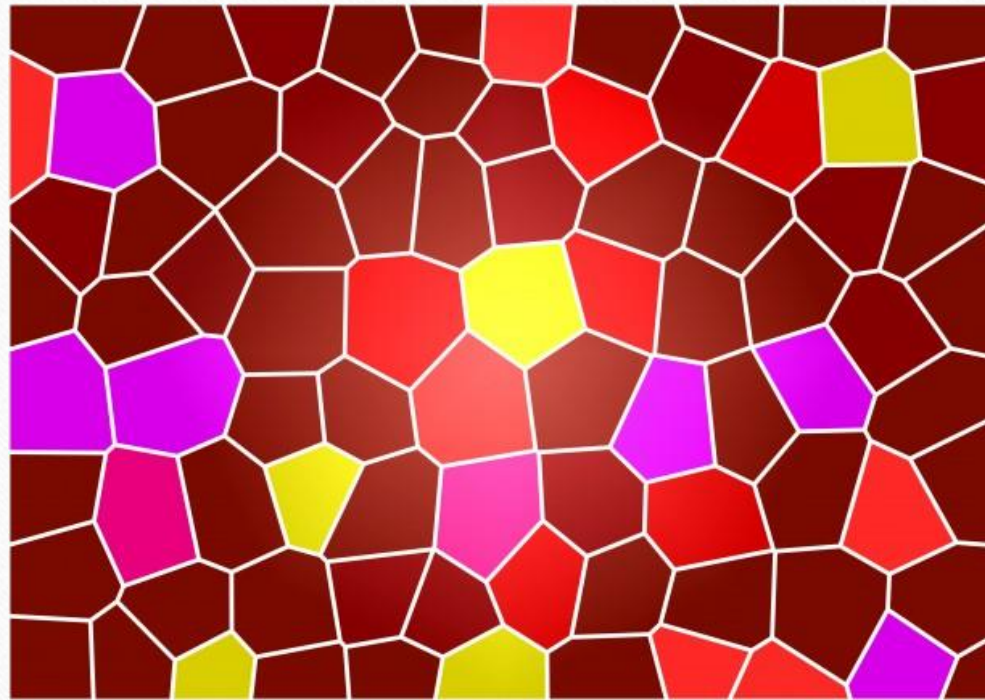
The Rest of the Story

- Get on the KSDE ESL Listserv
- Get on the SWPRSC Listserv
- Come to as many Cadres as you can and get a network!
- Email/call Julie Ewing.
- Attend as many of the ESL webinars as you can and remember they are video taped if you miss one

The Rest of the Story

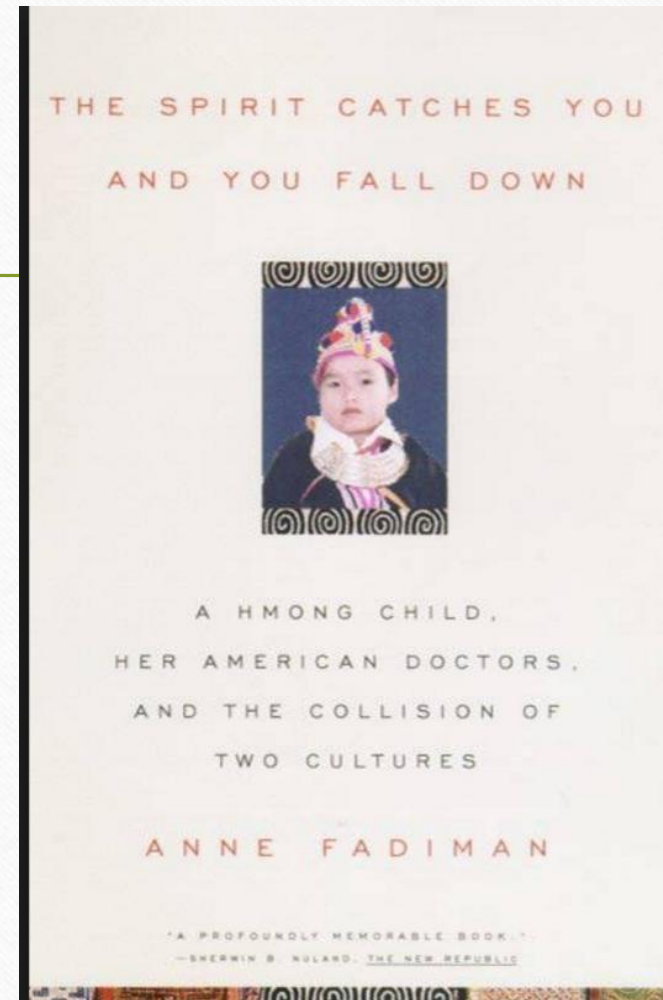
- Test new students within 2 weeks of arrival. Notify teachers of results.
- Test the pre-k kiddos annually, too.
- Send parent notification letters. Make copies to put in student files.
- Spreadsheet of students and results
- “Count Day”
- Be an educated resource for teachers.

The Impact of Culture on Learning and Writing



Respect All Cultures

Beliefs can cause
conflict.
“Taking blood”



Differences between Hmong shamanistic healing and Western doctors

- Shaman—comes to the home and spends many hours
- Doctors expect sick people to come to the hospital then spend only 20 minutes at their bedsides
- Shaman—never need to ask questions
- Doctors ask many rude and intimate questions
- Shaman—makes immediate diagnosis
- Doctors might take days to run tests, etc.
- Shaman—never undressed the patient
- Doctors ask patients to undress and then touch their bodies in intimate ways

McFarland USA

Collectivist vs Individualist
Cultures



Remember Academic Vocabulary

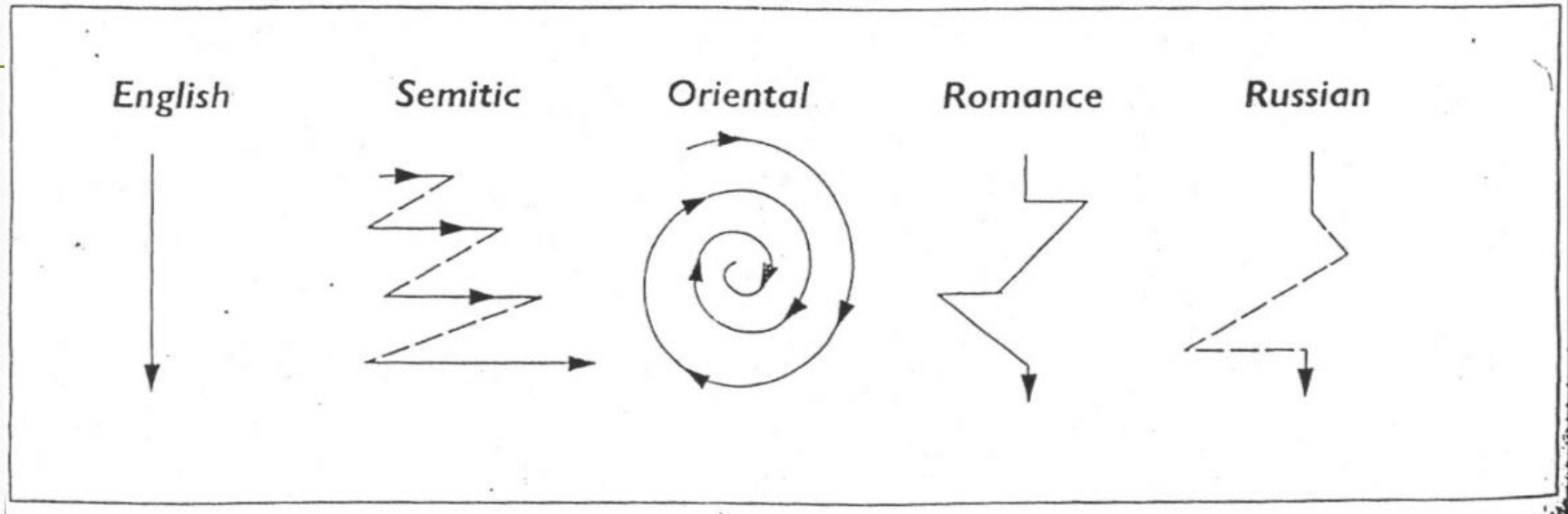
- Content (Tier III)—classroom expectations
-
- Tier II—Transition words, prepositions, conjunctions, unusual words for common things (bureau, chest of drawers, tallboy, highboy, dresser, cabinet)
 - Tier I—in a diverse classroom, be careful of assumptions

Discourse Patterns

- The logical arrangement of ideas will vary depending on the culture and language of the writer or speaker
- **LOGICAL ARRANGEMENT IS CULTURE BOUND**

Examples

Figure 17.1. Patterns of Written Discourse (Kaplan, 1966:14).



Semitic—Arabic, Hebrew

Oriental--Chinese, Japanese, etc. and Native American languages

Romance—Spanish, French, Italian, etc.

English

- Simplified because research has also been done comparing males and females
- Deductive and linear
- Thesis/Topic sentence
- Main idea
- Support
- Conclusion

Oriental/Native American

- Developed through indirection
- Eight poetic hints are given
- One must figure out the main idea through them
- Directly addressing main idea may be seen as being rude

Romance—Spanish, French, Portuguese

- Developed by digression
- Takes lots of time
- Begin with the topic
- Go flowery
- Go off on tangents
- May say something up to 7 times with each time getting bigger or more fancy
- Issues in translations
- English discourse may seem rude

Semitic—Arabic and Hebrew

- Developed loosely
- Ideas may or may not be linked to the next concept
- If you ask a question, the person responds with another question

Russian

- Situational
- Always changes
- Sometimes one way and next time rearranged
- May appear inconsistent because of discourse pattern

Break



It's Time For A Break



What does classroom support look like?

- Mike Toole
- Kim Panzer
- Carol Panzer



OR



- **The MOST effective technique for helping students with their English language development is simply to provide ample opportunities for them to interact and communicate in the classroom.**

- (ASCD Feb. 2016)

Paraphrase Passport

Quiet signal...raised hand



Activating Prior Knowledge

- Ideas from the group
- K---W---L
- Drawing
- Discussion
- Pre-teaching vocabulary
- Doing the activity first—builds knowledge



Next Cadre Meeting

- **Thursday---February 23, 2017**
- **Topic: Growth Mindset for Equity**

- **Exit Cards---ideas for additional topics, speakers, volunteers—any suggestions**

