Blueprint for ELLs’ Success



Mineola Public Schools

May 2015

Dr. Maria G. Dove

mdove@molloy.edu

***Culturally Responsive Instruction (CRI): Principle #1- All teachers are teachers of English Language Learners***

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| **What Do Teachers Need to Know?** | **What Does CRI Look Like in the Classroom?** |
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***How do teachers provide integrated content and language instruction?***

**List, Group, Label Activity**

* Consider the question and list each idea on an individual sticky note
* Group ideas that have certain commonalities together
* Label the different groups of ideas with a title that identifies each of them

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| Strategies for Purposeful Collaboration |
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| Strategies for the use of instructional resources that are linguistically, age/grade appropriate, and aligned to the CCLS |
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| Strategies for collaboration with school support personnel and community-based human resources to address the needs of ELLs  |
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*Questions for Conversation: Principle #2 -* ***Ensure academic, linguistic, social, and emotional needs of ELLs are addressed***

What should a *clear vision* identify to assist teachers to meet ELLs’ needs?

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What does high quality instruction look like for ELLs?

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How will teachers be provided support, feedback, and direction to improve their instructional practice?

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What concerns do you have about fiscal and human resources to implement plans for ELLs effectively?

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What does a safe and inclusive environment look like?

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How will districts and school leaders be trained to meet the needs of ELLs?

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What will high quality instruction and support services look like for ELLs with disabilities?

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**Principle # 3**: **Engage all ELLs in instruction that is grade- appropriate, academically rigorous, and aligned with the NYS CCLS**

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|  | **Who is responsible?** | **What will it entail?** | **How will it be accomplished?** |
| Articulate content and language objectives  | All teachers | Planning specific content and language objectives according to the CCLS | Displaying & reading both content/language objectives to students; return to objects at end of lesson and evaluate if they were accomplished |
| Integrate vocabulary instruction |  |  |  |
| Research-based practices |  |  |  |
|  | **Who is responsible?** | **What will it entail?** | **How will it be accomplished?** |
| Implement high-quality curriculum |  |  |  |
| Promote student discussion and problem solving with peers |  |  |  |
| Move ELLs along language development continuum |  |  |  |

**Principle #4: Bilingualism and Biliteracy**

*What steps are being taken to promote bilingualism & biliteracy?*

*What else needs to be accomplished?*

**Principle #5: Value all parents and families of ELLs as partners in education and effectively involve them in the education of their children**

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|  | **Who?** | **How?** |
| Provide parents with resources that enable them to make informed decisions about their children’s education.  |  |  |
|  Provide parents with all pertinent information about their rights and program choices in a language and format that parents can easily understand and access.   |  |  |
| Provide training to parents in English and in their home language on effective strategies to support their children’s learning in and out of school.   |  |  |
| Engage parents as active participants, contributors and cultural liaisons to the school community.   |  |  |
|  | **Who?** | **How?** |
| Share with parents and family members the high expectations that schools have established for the education of all ELLs and engaging them in the pursuit and achievement of those expectations.   |  |  |
| Collaborate with the school support personnel and immigrant community- based organizations in order to address the multiple needs of families of ELLs.   |  |  |

**Principle #6:** **Leverage the expertise of Bilingual, ESL, and LOTE teachers and support personnel while increasing their professional capacities**

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| **Strategies for Teacher Collaboration** | **Strategies for Ongoing Professional Learning** |
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**Principle #7: Leverage ELLs’ home languages, cultural assets, and prior knowledge**

**Principle # 8: Use diagnostic tools and formative assessment practices to measure ELLs’ content knowledge as well as new and home language development to inform instruction**

**Ideas For Authentic Assessment**

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