

Cultivating Success: Supporting Rural English Language Learners

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ARCC
Appalachia Regional
Comprehensive Center | at EDVANTIA[®]

Laurene Johnson



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Presenters

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Webinar Objective

To help rural school districts with low incidence of English language learners (ELLs) develop capacity to provide a comprehensive program to meet both the linguistic and academic needs of ELLs

Demographics

- **A growing population in ARCC states**
 - As total student enrollment has leveled out or dropped off, the ELL enrollment has increased dramatically.
 - Between 2000 and 2005, North Carolina experienced the greatest growth in ELL enrollment (31,114 additional students).
 - Between 2000 and 2005, the greatest growth (actual and percentage) in rural ELL population was in the southeastern U.S.
 - In the next few years, approximately 4 out of every 10 new rural ELL students will likely be enrolling in a school in the southeast.

Demographics

- Nearly half of all ELLs live in rural areas.
- Growth in ELL Population 1995-2006

WV = 91.8%

TN = 296%

VA = 215.5%

KY = 266.7%

NC = 346.2%

Challenges for Educating Rural ELLs

- Increase in cultural and linguistic diversity
- Limited experience
- Low incidence
- Geographic distance
- Limited human and material resources

Comparing Rural ELL Education to ELL Education in Urban and Suburban Areas

Similarities

- Instructional Strategies
- Parent Involvement
- PD Content

Differences

- PD Delivery
- Staffing
- Funding
- Program Model

Polling Question #1

How many of you have districts that participate in a consortium in order to receive federal funds for ELLs?

Operational Framework for Rural Schools with Low Incidence of ELLs

- Leadership
- Instruction
- Family and Community Involvement

Leadership

- Setting Tone
- Ensuring Staff Involvement
- Expanding Professional Knowledge

Setting the Tone

- Creating a Vision
- Establishing Expectations
- Understanding and Valuing Diversity

Ensuring Staff Involvement

- Provide information on legal mandates
- Establish a shared decision-making process
- Build a sense of collective efficacy

Expanding Professional Knowledge

- Making professional development about ELLs a priority
- Making connections with institutions of higher learning and other districts and schools
- Providing resources and supports to teachers

Polling Question #2

Which of the following do you use to deliver professional development to your rural districts?

- webinars
- distance learning (institutes of higher learning)
- blogs

Instruction

- Identification of Students
- Student Record System
- Program Elements
- Professional Development

Identification of Students

- Home language survey
- English proficiency assessment
- Assessment of academic level

Student Record System

- Previous schooling
- Time in U.S.
- Assessment history
- Level of English proficiency
- Type of previous ELL program
- Participation in special program (special ed, gifted, etc.)

Student Record System (cont.)

- Accommodations
- Attendance
- Health concerns
- Exit and monitoring record

Polling Question #3

Does your state or district have a record-keeping system that accompanies ELL students?

Definition of Terms

Program Model

Organizational framework for how instruction is presented/offered to students

Definition of Terms (cont.)

Program Elements

The components necessary to support English language development, regardless of the environment in which the students are found

Program Elements

Staffing

Assessment

Instruction

Student Support

Scheduling

PD

Curriculum

Materials

Staffing

- Teachers
 - ESL certified
 - ESL endorsed
 - Case managers
- Paraprofessionals
- Volunteers

Polling Question #4

Does your state have an ESL endorsement?

If so, is it required of all teachers?

Instruction

- Direct English language instruction
- Interactive learning of social and academic language
 - authentic context
 - language focus
 - comprehensible content

Instruction

- Comprehensible input
 - background knowledge
 - visuals and manipulatives
 - authentic activity-based learning
- Vocabulary: usefulness
- Grammatical structure: a conveyer meaning

Grammatical Example

- When the bell rang, the dog **ate** the food.
- When the bell rang, the dog **had eaten** the food.

Grammatical Example

- When the Declaration of Independence was signed, the battles of Lexington and Concord **had occurred**.
- When the Declaration of Independence was signed, the battles of Lexington and Concord **occurred**.

Scheduling

- Dependent on number of students
- Dependent on human resources

Curriculum and Materials

- Based on TESOL and state standards
- Develop consortia
- Language and content based

Assessment

- English Proficiency
 - entry
 - progress
 - exit
- Academic
 - inclusion
 - accommodations

Student Support

ELLs are entitled to the supports that all other students in the system are entitled to.

Professional Development

- Content
- Delivery Model

Parent Involvement

- Establish a welcoming school environment.
- Assess needs of parents and families.
- Identify a coordinator.
- Develop a parent involvement plan.

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