Collaboration & Connection for Our ELL students

INDIANA DEPARTMENT OF EDUCATION
ELL WEBINAR

TRISH MORITA-MULLANEY, PH.D.
PURDUE UNIVERSITY
TMORITAM@PURDUE.EDU

MARCH 2014

Morita-Mullaney, 2014

Scaffolds

- Linguistic scaffolds
- Visual scaffolds
- Partner scaffolds

Input Hypothesis

Morita-Mullaney, 2014

Input Hypothesis

- The level of intelligible input that an ELL can understand
  - Clarity
  - Coherence
  - Comprehension

Input hypothesis

- **The theoretical research** at Quantop is mainly directed towards developing novel methods for processing information stored in quantum states of atoms and solid state systems. In particular the research aims at developing methods for transmitting 'quantum information' over large distances, and in methods to transfer information between atoms and light. Furthermore, theories for ultra cold atoms are also being developed.

http://www.nbi.ku.dk/english/research/quantum-physics/Quantum_Optics_-_QUANTOP/

What would have helped?

- Linguistic scaffold
- Visual scaffold
- Partner scaffold

Perceived roles

- ELL teacher
  - Teach English
  - Teach survival skills

- Classroom/Content area teacher
  - Teach content
  - Teach standards

Reconceptualized roles

ELL Teacher

- Teach English and content
- Provide scaffolds to the content
  - Linguistic
  - Visual
  - Interaction
- Provide English Language Development instruction and support

Classroom/Content area teacher

- Teach English and content
- Provide scaffolds to the content
  - Linguistic
  - Visual
 - Interaction

Morita-Mullaney, 2014

For the Team…

- In your classroom, in your ESL teaching… identify what is the academic language and then discuss the…

- 1) **Frequency** of using an input hypothesis in your planning and teaching

- 2) **Duration** of using an input hypothesis in your teaching

- 3) **Comfort level** with using the input hypothesis

Morita-Mullaney, 2014
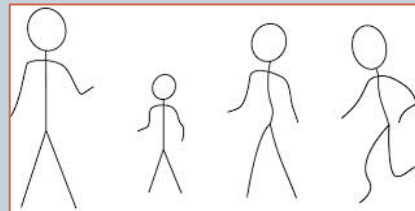
Vertical and Horizontal Collaboration

WHAT ARE WE DOING AT THE DISTRICT LEVEL? WHAT ARE WE DOING AT THE SCHOOL LEVEL? WHAT ARE WE DOING AT THE CLASSROOM LEVEL?
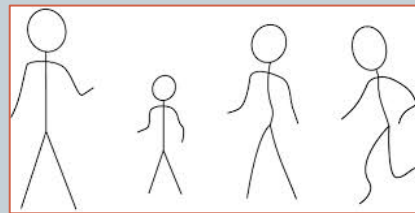
School, Classroom
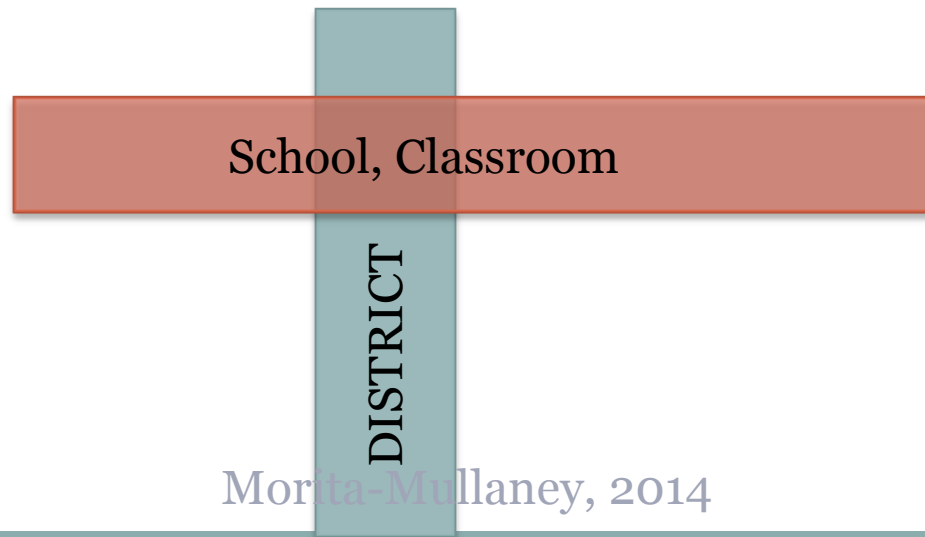
DISTRICT

Morita-Mullaney, 2014

Collaboration gone Vertical

- Vertical alignment and collaboration
    - What is that?
    - Think about your district
        - List all the initiatives that are going on where instructional decisions are made
        - Identify where ELL expertise is present and where it is absent
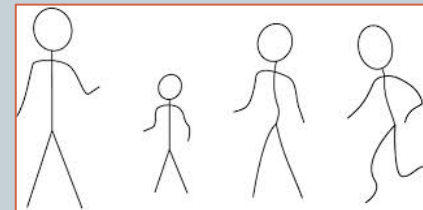
Suggestions for the Vertical

- ELL Advisory Teams
- ELL voice on respective initiatives
- ELL timeframe reserved for discussion of their need
- Annual reporting done for Superintendent's cabinet and/or School Board
- Annual report done for Teacher's Association
- Concentration models for low incidence schools

Morita-Mullaney, 2014

Collaboration gone Horizontal

- Horizontal
  - Building based: PLCs, grade level teams
    - Identify grade level teams of greatest need
  - Grade level/content area teams meetings
    - What is the content and the process for these meetings?
  - Professional Development: ELL teacher/monthly meetings and presenting to whole staff
    - Social models
    - ELL building teams

Morita-Mullaney, 2014

Suggestions for the Horizontal

- ELL Building Team
- ELL voice on grade level/content area teams
- ELL timeframe reserved for discussion of their needs
- Professional development ALWAYS has an ELL timeframe and focus
- Annual reporting done for Principals/Admins
- Annual report done for building
- Social Models
- Concentration Models

Morita-Mullaney, 2014

Resources to Support your Collaboration

- www.wida.us
- What's different about reading for English Language Learners, *Center for Applied Linguistics*

Thank you!

Trish Morita-Mullaney

ELL Assistant Professor

Purdue University

tmoritam@purdue.edu