

## Preparing Excellent Teachers for All Language Learners

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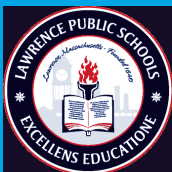
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### Lawrence Public Schools Paraprofessionals Complete ELL Training Workshops

On May 23, 2013 over 100 LPS paraprofessionals completed a series of professional development workshops. The paraprofessionals learned valuable strategies for working with LPS ELL students in the classroom.

#### What Paraprofessionals Learned

- **Performing assessment using Can Do Indicators/Descriptors (WIDA)**

Using the Can Do Indicators enables paraprofessionals to assess ELLs based on their levels of language proficiency. Paraprofessionals practiced writing Can Do indicators for students.

- **Scaffolding**

Scaffolding for ELLs includes procedural, verbal, and instructional strategies. Paraprofessionals learned many scaffolding strategies for ELLs at various grade levels.

- **Academic Language**

Academic language is crucial for academic achievement in school and after graduation; it's what separates those who excel and those who maintain. Paraprofessionals learned strategies for developing academic language.

- **Vocabulary Building**

Vocabulary building is a necessary skill for ELLs to conquer. Paraprofessionals learned about how to select vocabulary to teach and reinforce.

- **Word Analysis**

ELLs benefit from knowing how words are formed in English. Paraprofessionals learned basic strategies to support word analysis.

- **Word Sorting**

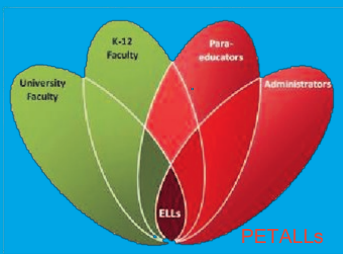
English is full of different types of vocabulary classes (classification of words); when students learn how to word sort, they develop better comprehension skills. Paraprofessionals learned basic strategies to support word sorting with their students.

- **Using Cognates**

Lawrence is at a distinct advantage in using cognate strategies to help students learn vocabulary used in core-content classrooms; students who become adept at using cognate strategies develop skills necessary in rapidly building a vocabulary knowledge base using their first language as a resource. Paraprofessionals worked with lists of cognates.

### Tips for Working with Your Paraprofessional

- **Collaborate** with your paraprofessional to develop and implement classroom routines and protocols.
- **Explain** to your paraprofessional how you would like them to be included in lesson planning and delivery. Be explicit!
- **Meet** with the paraprofessional outside of the classroom to get to know him or her and his or her experiences, strengths, and needs. During this time, discuss expectations, both the paraprofessional's expectations and your own.
- **Encourage** your paraprofessional to support instruction and student learning by making materials available to him or her ahead of time.
- **Set** clear roles and responsibilities for ongoing communication and for classroom work.
- **Clearly explain** your philosophy and expectations for classroom climate and rules, including the level of student talk, movement, and so on.
- **Clearly explain** the routines you have established for your classroom.
- **Discuss** pedagogy and instructional methods and ensure that the paraprofessional feels competent with the instructional method.
- **Encourage** your paraprofessional to interact with individual students. This enables him or her to develop supportive relationships with students. Encourage your paraprofessional to provide you with insights about the students with whom they work.
- **Explain** where classroom resources and materials are kept.
- **Utilize** your paraprofessional as a liaison to parents and community.
- **Provide** clear and ongoing training to your paraprofessional that is based on his or her strengths and needs and on the lessons he or she will teach.
- **Provide** ongoing and supportive feedback to your paraprofessional; discuss what has gone well and what can be improved.
- **Check in** with your paraprofessional often to openly discuss roles and goals.



Results of ParaTELL Training

RETELL

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## INFORMATION

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Laurie Hartwick contributed to the content of this newsletter.



## Preparing Excellent Teachers for All Language Learners

### Paraprofessional Responses to Training

The feedback regarding the ParaTELL workshops from the paraprofessionals was very positive. PETALLs staff reviewed journals from 59 paraprofessionals and interviewed 12 paraprofessionals. Overall, participants wrote about and discussed how these workshops prepared them to support the learning of ELL students. Paraprofessionals shared their understandings of ELL students and specific strategies they have learned from the workshops.

- **Developing knowledge and understanding of ELLs**

*"This course was helpful for me because it gave me a lot of new ideas to help my students learn a second language and at the same time make it fun for them."* (paraprofessional journal)

*"I learned to help my students with academic language by introducing vocabulary, explaining the vocabulary, making connections with the words, having the student explain in their own words, use visuals and other technology, and using more advanced ELL to work with other ELL students. It is important to make sure the student use the words."* (paraprofessional journal)

- **Learning and applying specific strategies**

*"Scaffolding, that was a big thing because some students didn't have the base knowledge that was needed for a certain subject, so going back to the base knowledge needed, regardless of what student, which student knew what, it kind of helped everybody. It either refreshed their memory or, you know, the students learning something needed for that subject. So it was really good."* (interview)

### RETELL Updates

Lists of cohorts are complete. There is a built-in on-line enrollment system.

#### LPS RETELL Schedule

- Fall 2013  
Teachers (4 Full Sessions)
- Spring/Summer 2014  
Teachers (3 Full Sessions)  
Bridge A (short bridge) (2 Sessions)  
Administrators (2 Sessions)

### UML Certificate Participants Create ELLs and the Common Core Pamphlet

Sue Ropiak and Danielle Sherman, two participants enrolled in UML's certificate program for Teaching English Language Learners (taught by LPS teacher, Laurie Hartwick) created a pamphlet for their Second Language Acquisition (SLA) course assignment, called "Hot Topics in ESL." Along with a PowerPoint presentation the two created this informational brochure.

**The Pamphlet : ELLs and the Common Core**, Addresses the history of the Common Core, ideas on how to help ELLs in the classroom and many website resources for helping ELLs access CCSS (Common Core State Standards). This beneficial resource is available for all teachers, paraprofessionals and administrators. Hardcopies will be provided through the PETALLs Grant Program and LPS.



### Fall 2013 UMass ESL Certificate Program continues for LPS teachers

The 2nd certificate course for the Lawrence teachers is starting in September "Methods of Sheltered Content Instruction" - these are core content/grade level teachers who are working toward the certificate in ESL. This course is one of the innumerable opportunities provided by UML PETALLs Grant and LPS.

This UML 3 credit course takes place on Thursdays at the Lawrence High School. Laurie Hartwick, ESOL, Teacher at LPS High School for Health and Human Services will be the instructor.