

# PETALLs

A Partnership between the University of Massachusetts Lowell and the Lawrence Public Schools. Funded by the U.S. DOE (T265Z120171)

Vol. 2  
January 2013

## Preparing Excellent Teachers for All Language Learners

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Professional Development for Paraprofessionals Working with ELLs

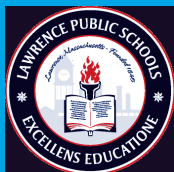
ACCESS –Assessment Requirements for ELLs

Instruction in the Effective SEI Classroom: What to Look For

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### Training Opportunity for All Paraprofessionals Teaching ELL

Thanks to funding provided by PETALLs and Title III, 100 Lawrence Public School paraprofessionals who work directly with English language learners (ELLs) will have the opportunity to receive 10 hours of training to improve the instructional supports they provide to ELLs. During the training paraprofessionals will learn valuable strategies for use in the classroom. Workshops have been designed to meet the needs of ELLs who work in different grade levels and paraprofessional participants will be grouped in grade level clusters.

Paraprofessionals who complete the requirements of all four workshops will earn a stipend of \$150.00, 15 PDPs and a Certificate of Completion. The training was developed to meet the needs of paraprofessionals in the Lawrence Public Schools.

Training will take place on Thursdays from 3:30-6:00. February 28 and include sessions on March 28, April 25, and May 23.

Please encourage your paraprofessionals to log into the LPS extra duty positions and apply for the posting at the grade level in which they work.

If you or your paraprofessional has any question, please contact Clara Gonzalez (978.975.5905 ext. 25739) or Heidi Perez (978.975.5905 ext. 25743).

### ACCESS - Assessment Requirements for ELLs

ACCESS is the new state assessment for ELLs. ACCESS replaces the MEPA/MELA-O test and is aligned with the new ESL WIDA Standards which are aligned with Common Core.

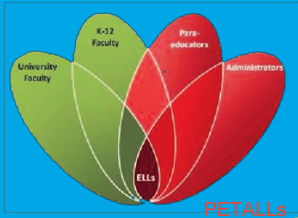
Teachers in your school are completing ACCESS testing for the school year 2012-2013. Although all testing challenges us with logistics and is often fraught with stress or anxiety for administrators, staff, and students alike, the outcome score reports are important.

Not only do ACCESS results show the progress of our ELLs in English language development; ACCESS also shows growth in academic English **within core content areas** (cont'd on p. 2)

### Special Points of Interest

- The LPS will offer professional development for paraprofessionals who work with English language learners!
- ACCESS is the new assessment for ELLs and provides data of ELL language development across the content areas.
- ACCESS provides a wealth of data
- PETALLs offers PD for Lawrence teachers and paraprofessionals.

If you have questions about ACCESS, you can speak with your ESL Specialist or email Heidi Perez at [heidi.perez@lawrence.k12.ma.us](mailto:heidi.perez@lawrence.k12.ma.us)



## ACCESS Score Reports

## OBSERVING THE SEI CLASSROOM

### Overview

## OBSERVING VOCABULARY INSTRUCTION

### Quick Tips—What to Observe

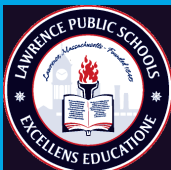
## INFORMATION

For more information or questions on ACCESS or RETELL, please contact:  
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## ACCESS (cont'd from p. 1)

### ACCESS Score Reports

You will receive your ACCESS score reports in May. These reports will present data in several ways:

1. a parent/student report that is reader friendly in both English and the home language.
  - a report for teaching staff which indicates scores in instructional and social language,
  - scores in the language of math and science,
  - scores in the language of ELA.

These scores can help you to develop programming to support ELLs by showing you the subjects and core contents in which your ELLs struggle the most with the academic language and vocabulary.

### What to Look for in the SEI Classroom

Principals and assistant principals often ask what they should observe in an effective SEI classroom. What is the general classroom climate?, What kinds of grouping?, What types of instructional supports?, and so on. These are important questions to address and thus, we will feature tips in each PETALLS newsletter. We begin by addressing the misconception: "Teaching ELLs is just good teaching." While teaching ELLs requires good teaching, it also requires explicit attention to the role of language in learning.

Three important instructional areas are especially important:

1. Rich, academic vocabulary instruction is obvious.
2. All students have multiple opportunities for oral/aural interaction with peers and teachers in many different dynamics.
3. Students have access to language stems, structures and frames.

We will provide helpful tips for what to look for in each newsletter, beginning this month with rich, academic vocabulary instruction. We have posted several easy-to-read articles on the PETALLS wiki. Please contact

Mary.Desimone@lawrence.k12.ma.us for more information about the wiki.

### Vocabulary Instruction in the SEI Classroom

For instructional purposes it is important to consider that ELLs have not had years in the United States to acquire the rich vocabulary needed for school—vocabulary must be taught.

Some ELLs will need instruction for words that are commonly used, such as desk, table, cafeteria, house, and so on. (These are referred to as Tier 1 words).

Most ELLs (and many other students) will need instruction for words that are found across content areas, such as *analyze*, *synthesize*, *imply*, *infer*, etc. (These Tier 2 words are NOT commonly highlighted in texts.) Without professional development, teachers may not think it necessary to teach these words. A listing of the most common Tier 2 words is on the PETALLS wiki.

Nearly all students need to be taught content-specific terms typically bold-faced and glossed in texts (Tier 3 words). "Biome" for example is a Tier 3 words. Teachers usually teach these words to all students in the class.

### Quick Tips—What to Observe

Classrooms with ELLs can support their learning and internalization of new language including academic language, social language, and instructional language by recycling vocabulary and phrases many, many times throughout the year.

As an observer you should

1. Hear repetition of academic words and phrases in meaningful settings. "So, in this example, *analyze* means to think about the relationship between the parts.... When I *analyze*.., I find..."
2. See these words posted on walls and/or in student folders/notebooks: *analyze*, *analysis*
3. See sentence stems that promote the use of the word. "I *analyzed* \_\_\_\_\_", "In my *analysis* I found \_\_\_\_\_."
4. See pictorial or symbolic representations of words.
5. See and hear the teacher make explicit connections between the written language and the spoken language.
6. See ELLs and others in purposeful and collaborative discussions with the teacher AND with peers in which they are encouraged to purposefully use vocabulary.