



CREATING DYNAMIC LEARNING COMMUNITIES
at school • at home • at work



Summer Institute


June 14-16, 2009

HET and the English Language Learner


Presented by Patty Harrington

2009 Summer Institute – Granlibakken, Lake Tahoe, California


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 CREATING DYNAMIC LEARNING EXPERIENCES
at school • at home • at work
Engage - Educate - Inspire!

Summer Institute 2009
Choice Session
*Highly Effective Teaching and the
English Language Learner*

Developed and Facilitated by 
Patty Harrington
Highly Effective Teaching Associate


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Goals...


- Understand the numbers related to English Language Learners
- Connect best teaching strategies and the English Language Learner with the Highly Effective Teaching 9 Bodybrain Compatible Elements
- Reflect on personal goals

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Important Data

- **English spoken at home**
 - 3/5 children in immigrant families have one parent who speaks English exclusively or very well
 - 1/4 - have no one at home speaks English
- **Low-income families**
 - 68% preK-5 and 60% 6-12, compared with 36% and 32% for English-proficient families
- **Parents with limited formal education:**
 - 48% preK-5 and 35% 6-12



Garcia, Jensen, and Scribner (2009 April) The Demographic Imperative. Educational Leadership, 11. 1703 N. Beauregard St., Alexandria, VA 22311-1714


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ELL and the HET 9 BCEs

- **Absence of threat**
 - S and T feel safe, build relationships
 - S know they are valued, accepted, and important
 - LG/LS are an integral part of the classroom, school, home, and community
 - Agendas, procedures, content expectations-- visuals
- **Enriched Environment**
 - Being there experiences-- up front
 - Uncluttered allows focus on what's important
 - Resources available: topic-related guest speakers, vocabulary, books, brochures, realia, immersion reflecting what's being taught


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ELL and the HET 9 BCEs

- **Meaningful Content**
 - Younger students can experience content, elders connect distant learning through prior experiences
 - Inquiries begin closest to the student, then broaden to the past or distance
 - Teach conceptually; concepts connect to many topics
 - Use S cultural background as springboard for teaching
- **Collaboration**
 - S are taught to work with others under the structure of cooperative learning
 - S are encouraged to talk, talk, talk in complete sentences (cooperative reports, simultaneous response activities, reflection strategies, etc.)


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ELL and the HET 9 BCEs

- **Movement to Enhance Learning**
 - S learn vocabulary by showing (through movement) understanding
 - Role plays are regularly offered as a means of developing understanding
- **Choices**
 - Inquiries allow students to show what they understand about taught content through the multiple intelligences (especially bodily-kinesthetic, musical, spatial)
 - S are taught to problem-solve by making important choices

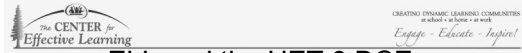
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ELL and the HET 9 BCEs

- Adequate Time
 - Wait time
 - S have time to develop mental patterns as they practice, practice, practice use of information/skills in context
 - S have time to complete work at correct, complete, or comprehensive level
- Immediate Feedback
 - Teacher to student
 - Student to student
 - Student to teacher
 - T continuously moves about, listening, looking, and talking with S

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ELL and the HET 9 BCEs

- Mastery
 - Clearly define objectives (key points/standards connection)
 - Know language proficiency level for each student, plan for each level (inquiries)
 - Assess student language levels frequently
 - Utilize district-prescribed (research-based) instructional materials
 - Allow students to talk, talk, talk, talk (in English when appropriate); structure discussions to revolve around content and skills

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