Collaborative Support for English Language Learners

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Who are your ELs?

- Immigrant Children
- Children of Immigrants
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<th>In-Group Diversity</th>
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| **Immigration Status** | • Recently arrived in the US under typical circumstances  
• Recently arrived in the US as a refugee  
• Recently arrived in the US without legal documentation  
• Temporarily living in the US/Visiting the US  
• US-born, US citizen |
| **Prior Education** | • Formal, grade appropriate education in another country  
• Formal, grade appropriate education in US school system for a certain period of time  
• Limited formal, grade appropriate education in another country  
• Interrupted formal, grade appropriate education in another country  
• Interrupted formal, grade appropriate education in US school system |
| **Linguistic Development in Language(s) Other than English** | • Monolingual in native language only  
• Bilingual in two languages other than English  
• Bidialectal speaking both a standard language other than English and a dialect or Creole/Creole  
• Multilingual in three or more languages |
| **Status of Language Proficiency and Literacy in Language(s) Other than English** | • Only receptive language skills  
• Productive oral language skills  
• Limited literacy skills  
• Grade-level literacy skills  
• Any or all of the above skills in more than one language other than English |
| **Level of English Language Proficiency** | • *Starting-Up:* Being exposed to English with no or very limited language production  
• *Beginning:* Demonstrating receptive and emerging productive language skills  
• *Developing:* Employing basic oral and written language skills with predictable error patterns  
• *Expanding:* Employing more advanced oral and written language skills with fewer errors  
• *Bridging Over:* Approximating native language proficiency |
| **Learning Trajectory** | • Demonstrating typical academic and linguistic developmental trajectories  
• Demonstrating academic and/or linguistic developmental challenges and difficulties that respond to interventions  
• Demonstrating academic and linguistic developmental challenges and difficulties that require special attention |
LEP

• Limited English Proficient
• Language Enriched Pupil

Which one is it?
Who will truly belong?
Collaborative Activities in Schools

**Instructional:**
(1) joint planning,
(2) curriculum mapping and alignment,
(3) parallel teaching,
(4) co-developing instructional materials,
(5) collaborative assessment of student work,
(6) co-teaching.

**Non-instructional:**
(1) joint professional development,
(2) teacher research,
(3) preparing for joint parent-teacher conferences and writing report cards,
(4) planning, facilitating, or participating in other extracurricular activities.
Greatest Barriers to School-Family Partnerships

(Family Partnerships (Education Alliance)

- Families being disconnected from the school community
- Communication differences
- Lack of information about school expectations, programs and resources
- Family isolation
Overcoming Barriers
(Education Alliance)

Establishing a welcoming and family friendly school community

Creating opportunities for collaboration

Becoming skilled in intercultural communication

Increasing families’ accessibility to information