

Collaborative Support for English Language Learners



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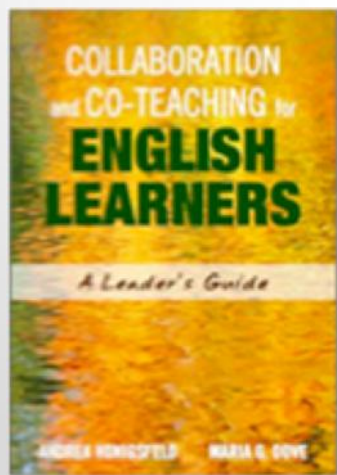
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Who are your ELs?

- Immigrant Children
- Children of Immigrants

21st Century Immigrant Experience

In-Group Diversity



Immigration Status	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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/Patois • Multilingual in three or more languages
Status of Language Proficiency and Literacy in Language(s) Other than English	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • <i>Starting-Up</i>: Being exposed to English with no or very limited language production • <i>Beginning</i>: Demonstrating receptive and emerging productive language skills • <i>Developing</i>: Employing basic oral and written language skills with predictable error patterns • <i>Expanding</i>: Employing more advanced oral and written language skills with fewer errors • <i>Bridging Over</i>: Approximating native language proficiency
Learning Trajectory	<ul style="list-style-type: none"> • 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

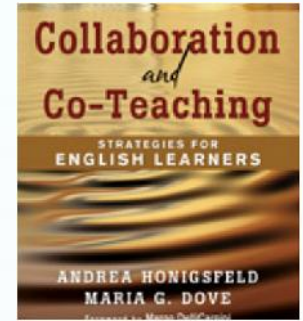
LEP

- 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

(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