What is wrong with this picture?

- 75% to 80% of ELs nationwide are LTELS.
- Have been in U.S. schools since K-1 or at least 6 years and labeled LEP.
- Sometimes under other labels (expanding, bridging ...).
Which describes your LTELs?

1. Language, literacy and content learning in L1 and L2 was not developed or was interrupted along the way.
2. Reading skills are superficial at best.
3. Academic writing is yet to be developed.
4. Low sense of self-efficacy.
5. In great need of social-emotional understanding and skill development

Victims of Literacy Wars

1. Too much phonics?
2. Too much whole language?
3. Too much unbalanced literacy?
4. Too much sheltering?
5. Not enough reading comprehension instruction?
Bottomline: LTELs Need Now and in the Fall:

• Advanced literacies to communicate orally and in writing,
• To understand and use print in a variety of ways and with diverse audiences,
• To acquire content knowledge necessary for school and beyond.

RESEARCH

- Vocabulary knowledge correlates with reading comprehension (3000 – 5000).
- Reading comprehension skills correlate with procedural (metacognitive) and content knowledge.
- The more LTELs read expository text, the better they write.
- Content knowledge correlates with academic success.
**RESEARCH on Evidence-Based Strategies**

- Teach words/phrases from a text before, during, & after students read.
- Comprehension depends on knowing between 90% and 95% of the words in text (paragraph, page, test question).
- Knowing words means explicit instruction, not just exposure.
- Students need to use key words/phrases verbally at least 12 times to be ready to comprehend a text.

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**ELL Strategies?**

Why PD for Every Teacher in the School?

- **Tier 1** When general education teachers do not provide quality instruction for ELs and all students, they fall through the gaps.
- **Tier 2** ELL Strategic Interventions
- **Tier 3** SWD

GAPS
- in instruction or identification

Long-Term ELs

Drop Outs
Prevent Long-Term ELs

- It’s not just the ESL/ELD teachers’ responsibility anymore – it’s the whole school.
- Language and literacy have to be embedded in all core content classrooms.
- LTEls need to engage in cognitively challenging language, literacy, SEL and content instruction in all classrooms.

Whole-School Goals:

1. Strengthening instruction
2. Sharing instructional responsibility
3. Really zooming in on LTEL data
4. Providing continuous professional development and coaching tailored to EL success
What is Social and Emotional Learning?

Social and emotional learning (SEL) is the process through which children, adolescents, and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to:

• understand and manage emotions,
• set and achieve positive goals,
• feel and show empathy for others,
• establish and maintain positive relationships, and
• make responsible decisions.

Social and Emotional Learning (SEL) Competencies

CASEL.org
SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS
The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

- Identifying Emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

SELF-MANAGEMENT
The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal setting
- Organizational skills

SOCIAL AWARENESS
The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

RELATIONSHIP SKILLS
The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social engagement
- Relationship building
- Teamwork

RESPONSIBLE DECISION-MAKING
The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

"Empathy is seeing with the eyes of another, listening with the ears of another, and feeling with the heart of another.”

- Alfred Adler
"No significant learning occurs without a significant relationship."

–Dr. James Comer

Dear Amazing Students,

I promise to love you.
I promise to care about you.
I promise to believe in you.
I promise to make learning fun so you will love school.
I promise to help you to become a great reader and writer.
I promise to help you to become a happy and confident individual.

Love, Ms. Fung
THREE SIGNATURE SEL PRACTICES
for Adults and Classrooms
Creating the Conditions for Student Learning

Welcoming rituals that promote activities for inclusion.
- Check-ins
- Community Building Exercises
- Class Meetings/Community Circles

Engaging practices that provide adults and students with opportunities for sense-making and “brain breaks.”
- Inquiry-based prompts: Think, Ink, Pair, Share (TIPS)
- Collaborative, cooperative activities
- Stand and stretch, movement, music

Optimistic closure that offers time for Reflections and Looking Forward.
- Something I learned today
- Something I felt or thought about the topic
- Something I look forward to applying

OPTIMISTIC CLOSURE
ENGAGING PEDAGOGY
WELCOMING ROUTINES & RITUALS

Creating the Conditions for Student Learning
for the CLASSROOM

IN CLASSROOMS, SCHOOLS, AND WORKPLACES
THE USE OF SEL PRACTICES
INTRODUCE AND BROADEN PRACTICAL WAYS TO
INTRODUCE AND BROADEN THE USE OF SEL PRACTICES
IN CLASSROOMS, SCHOOLS, AND WORKPLACES
My Name, My Identity: To Know My Name is to Know Me

1. Hello! My name is (FULL NAME).
2. ALL - Hello (NAME)
3. Tell the story about your name (1 min).
4. Pass the ball to the next person.

Hand on heart.
May I be Safe
May I be Happy
May I be Healthy
May I be at Peace

Educators Are More Stressed at Work Than Average People, Survey Finds

By Madeline Will  |  Oct. 30, 2017
METTA

Hand on heart.
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Carnegie Corporation of New York
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ExC-ELL – A professional development program for mainstream teachers of math, science, social studies, and language arts
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