

ESL Content Teachers Collaborative

School of Teaching and Learning

Letter from the Director



Keiko K. Samimy
Project Director

Dear ECTC Colleagues,

It is hard to believe that our last workshops and classes are all finished. Thanks to your participation and collaboration, we were able to bring our three workshops and four graduate courses to a successful completion. In particular, Roger's recent presentation at Workshop III was an excellent reminder about our responsibilities toward ELLs as content teachers, ESL teachers, school administrators, and university faculty and educators. Without thoughtful collaboration and an awareness of student needs, we cannot expect ELLs to achieve academic success. Although this is the last year of the ECTC project, I sincerely hope that our network and friendship will continue in the years to come. Thank you again for your commitment and care for ELLs. Please know that you have already made a huge difference in their lives.

Best wishes,

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As this year's final ECTC workshop was wrapping up on-campus on June 28, many teachers in attendance shared a parting comment or two about their nine-month experience in team-based professional development for ESL:

"I am glad that I had the opportunity to collaborate with other teachers from around the state, and even with teachers in my own district. I feel that there was a lot of valuable information that I will be able to implement in my classroom."

"I have changed my teaching styles tremendously over the course of this program. I feel I am a much better teacher as a result of this coursework."

"This has prepared my colleagues and me to move forward and collaborate to better serve our ELL population."

The workshop marked the conclusion of the ECTC's fifth year of teacher-training, with 35 content teachers from five Ohio school districts completing courses in ESL methods, assessment, and materials development. Although the coursework portion of their training is over, the collaborative partnership between teachers will continue. During the 2012-2013 school year, ECTC-trained teachers will use their experience to host and implement educational programs for other content-area colleagues in their district. These programs—created with the assistance of ESL teacher colleagues and Dr. Karen Newman during the Materials Development course—will bring knowledge and techniques needed for ELL instruction to other content teachers. For example, ECTC-trained teachers will—

- host a year-long series of in-service meetings and building-based discussions on ESL-specific methods and assessments, with a special focus on ESL portfolios;

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“Good-bye,” Continued

- unveil a Wiki site dedicated to ELL education, accessible to all district teachers;
- provide in-depth professional development sessions focused on the OTELA, SIOP modifications (via teacher-created video), and in-house district ESL resources;
- introduce and distribute a content-specific guide on ELL education to each content area teacher in the district, with modified assessments, activities, and reproducible materials;
- Present the “ABCs of ELLs” (Acronyms/Terms, Basics of TESOL, and Content Specifics), as well as data-tracking improvements for student records, at staff development day

In addition, teachers will be able to share with colleagues some of the latest news about state and federal laws pertaining to immigrants and ELLs. These laws and regulations were presented at the workshop by Roger Rosenthal, executive director of the Migrant Legal Action Program in Washington, D.C. The DREAM Act and the Obama administration’s recent Deferred Action order were also discussed. “The workshop provided closure to the program, and actually the legal presentation answered a lot of questions I had accumulated throughout the program,” noted one teacher, while another said she was already thinking ahead and “looking forward to taking information learned into the upcoming school year!” ☞



*Dr. Samimy and Dr. Newman,
with teachers at Workshop III*

Recent Conventions

Congratulations again go out to ECTC Graduate Assistants Yunyan Zhang, Sunyung Song, and Jennifer Acan, who recently presented sessions at the 2012 International TESOL Convention in Philadelphia in March. Next year's TESOL Convention will be held in Dallas, TX, March 20-23, 2013.

Tk20 and TESOL Endorsement at Ohio State

Any ECTC teachers who have questions about submitting their course assignments to the Tk20 system, or who are interested in pursuing their TESOL Endorsement through Ohio State, should contact Steven for assistance (swisnor@ehe.osu.edu).

The ESL-Content Teachers Collaborative (ECTC) Newsletter

The ECTC Newsletter is a quarterly newsletter for participants and friends of the ESL-Content Teachers Collaborative—a professional development program in the School of Teaching and Learning in the College of Education and Human Ecology, The Ohio State University. The program is funded by a five-year, \$1.5 million award from the U.S. Department of Education's Office of English Language Acquisition (OELA).

Project Director: Dr. Keiko Samimy

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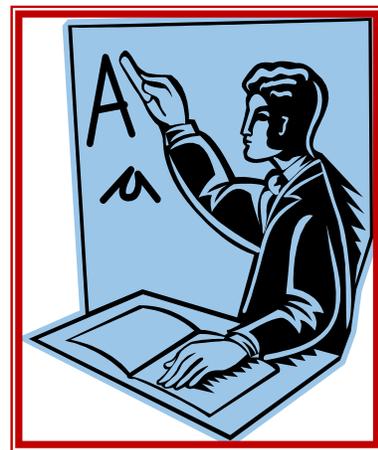
Graduate Assistants: Jennifer Acan, Sunyung Song,
& Yunyan Zhang

Share Fair: Listening Strategies for ELLs

During this year's online TESOL Methods course, Dr. Newman noted how important listening skills are for ELLs. Since students are simultaneously engaged in multiple inter-related academic tasks, listening should be considered an active learning skill. This creates unique challenges for ELLs who are struggling to concentrate, identify meaning, and respond properly—all at the same time—in a second language. The following are some suggestions from ECTC teachers for helping ELLs with the listening challenges they encounter in the mainstream classroom!

Georgia Flores from North High School in Akron noticed that the seemingly beneficial task of note-taking in class needed modification to enhance her instruction:

I find that many of my students, but ESL especially, are so intent on writing notes and everything that I say, that they can't listen to me when I am explaining. I have found it helpful to sometimes have an outline of the lesson and notes on the board at the start of class. The students copy things down beforehand, while I take attendance and other class maintenance. After they have finished I explain things and they can add examples and additional clarification as needed. But with the notes already taken, they can give me their full attention.



Melissa Dillon from Scioto High School in Dublin adapted one of her unit's reading activities to become an active listening activity for her students:

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Share Fair, Continued

I've decided to turn a reading activity into a listening activity to see where my kids are with this skill. Normally, I end our unit on DNA, genetics, and mutations with an article about the Blue People of Troublesome Creek. Students usually get into small groups to read the article themselves. But this year, we will begin by discussing 5-6 questions I want students to answer while I read the article aloud to them. Before I read, I will also show a pedigree that illustrates the relationships between the people in the article. This will give students an idea of what to listen for, as well as some background information and visuals related to the article.



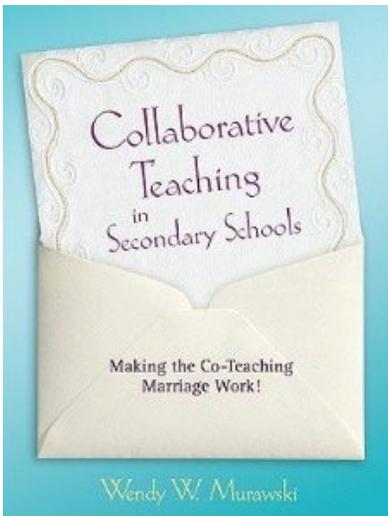
To help make listening activities meaningful and useful to students, Kristin McDonough at Davis Middle School in Dublin recommends several classroom tasks:

To encourage students to be more active listeners, I can call on students frequently throughout the discussion to restate or summarize in their own words what has been discussed. I often do this after giving directions, too. This is not only beneficial for the student who is restating or summarizing, but other students tune into what their peers have to say. Also, while students present in my class, I have listeners fill out a feedback sheet I design (it can be simple or more-complex). This gives purpose for listening as well as helps students stay on-task. ☺

In each issue, the ECTC team presents a brief teaching idea for you to use in your work with English language learners.

Murawski, Wendy W. (2009). *Collaborative Teaching in Secondary Schools: Making the Co-Teaching Marriage Work!* Thousand Oaks, CA: Corwin Press. Pp. 273. ISBN: 978-1-4129-6805-8 (paperback).

As mainstream teachers increasingly differentiate their instruction for a wider variety of student backgrounds and needs, the expertise of fellow teachers in ESL, SPED, and other areas becomes vital. But having a more dynamic co-teaching partnership between two educators—something that can go beyond simply “pushing in” an “outsider” for one class period—can be a difficult relationship to build.



Comparing the co-teaching relationship to a marriage, Wendy Murawski’s creative book, *Collaborative Teaching in Secondary Schools: Making the Co-Teaching Marriage Work!*, offers a wealth of strategies and tools for setting up, conducting, and maintaining a successful co-teaching partnership. Murawski’s creativity goes beyond the title: Each of the book’s four major sections is framed using a marriage analogy, emphasizing the idea of two equal partners working together to benefit children. The initial “Dating” section offers chapters that introduce the practice of co-teaching and address the challenges involved. Next, suggestions for identifying teachers’ needs, goals, and division of work are discussed in the “Engagement” section. The “Wedding” section is dedicated to classroom management and planning issues, while practical approaches to co-instruction, differentiation, and assessment are the focus of the final “Marriage” section of Murawski’s book.

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Book Review, Continued

Murawski maintains her marriage analogy throughout the text, providing readers with a sense of familiarity, humor, and cohesion. Although written in an informal tone (in line with the author's intent), the book nevertheless provides in-depth quotes and explanations from research-based material.

A variety of resources are included, such as reproducible materials to help reference key topics, survey potential collaborators, co-plan lessons, and conduct self-assessments. There are also multiple case study scenarios with discussion questions, as well as resources for outside assistance and suggestions for approaching teachers who are hesitant about getting involved in co-teaching.

Importantly, the book also dedicates four chapters to the role of administrators in the co-teaching process of “dating, engagement, wedding, and marriage.” Murawski provides guidelines for when administrators should consider co-teaching, strategies for finding volunteers to co-teach, advice for building a feasible co-teaching schedule, and suggestions for supervising and evaluation.

It should be noted that this book addresses only one style of potential collaboration between teachers (a model of co-teaching). In addition, Murawski focuses the text on the relationship between mainstream and special education teachers in particular. However, her book explains the co-teaching concept comprehensively and in detail, and educators from a variety of fields will still find her text, her teacher-friendly writing style, and her many recommendations very useful. ☞