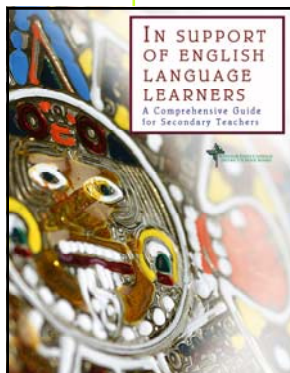




Entry Points



Our Professional Development Package

Supporting English Language Learners

- > Professional Development for Teachers
- > Preparing our ELLs for the OSSLT
- > Planning, Instruction, and Assessment
- > Celebrating Linguistic Diversity
- > Resource Book Fair

Our Project

The focus of this project is to enhance the success of ELLs by providing specifically designed Professional Development for our mainstream teachers at Catholic Central High School. Fundamental to this effort, is the delivery of a carefully prepared PD package entitled: ***In Support of English Language Learners: A Comprehensive Guide for Secondary Teachers***. Within this PD package are many strategies that help support ELLs and their teachers. Through the presentation and delivery of this document, in groups of 4 to 5 teachers, we focus on many strategies to support teachers in planning, delivery, and assessment.

This intimate setting allows for true collaboration and the development of PLCs with a specific focus on the success of our ELLs across the curriculum.

In addition, our follow-up sessions include:

- Reflection with individual teachers to discuss long and short-term planning, assessment strategies and individual student needs
- Developing a plan to assist the classroom teacher in various capacities (e.g. *small group/individual session, team-teaching*)
- Introducing teachers to subject-specific resources that support both their program and ELLs (i.e. *book fair*)

Another part of our effort includes working with staff and students to prepare for the OSSLT. We have broken down the OSSLT into five manageable modules for the ELLs. In collaboration with classroom teachers, we met with small groups of ELLs, teaching useful strategies for success on the test. We created five posters that were displayed around the school. Our comprehensive approach included the use of exemplars, release items from EQAO, and a chance for students to practice each of the reading and writing tasks. Most importantly, we provided students with feedback, allowing us to further target at-risk students.

ABOUT THE PD PACKAGE

Many proven research-based ideas are purposefully reflected in its structure and presentation. Countless **visuals, charts, and graphic organizers** are threaded throughout. Planning, assessment, and instructional strategies are presented in a **differentiated** manner, affording teachers many entry points into effective pedagogy.

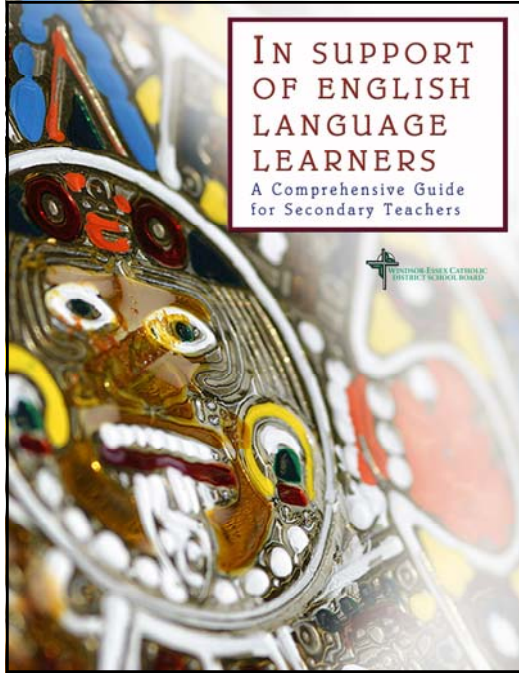
Catholic Central High School - Home of the Comets

Our school is located in the heart of downtown Windsor, with a population of approximately 900 students. CCH is a magnet school for English Language Learners enrolled in the Catholic School system. Currently, we have more than 160 ESL/ELD students. The demographic of our school has changed

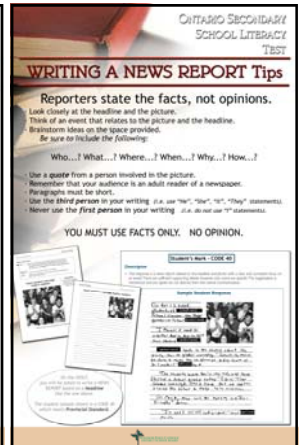
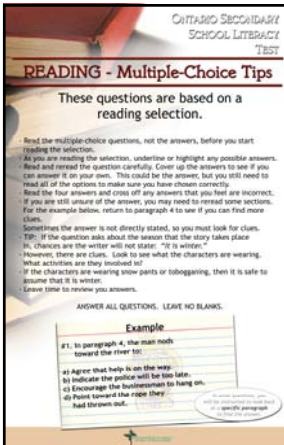
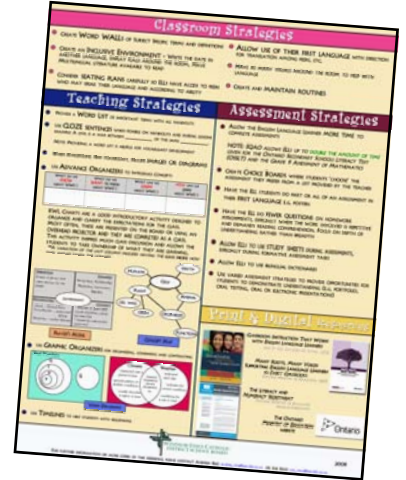
dramatically in the past ten years, as we have seen the number of English Language Learners almost triple during this period. More importantly, the face of our newcomers has changed. Only a decade ago, most of our foreign-born students arrived as immigrants - having already received uninterrupted

education in their home country. Today, many arrive at CCH as refugees with dramatic gaps in their education. Consequently, they continue their journey in Canada with little or no literacy skills. Thus, teachers are faced with a multitude of challenges to meet these children's needs.

The Resources we Produced



We produced the document, *In Support of English Language Learners: A Comprehensive Guide for Secondary Teachers*. This document is accompanied by a laminated Quick Reference card that highlights the major pieces of the guide. Below are five “17 by 30” posters we created that were displayed in each classroom and around the school.



Our Results

Currently, we have provided in-service for 35 teachers from our staff, including teachers from every subject discipline (**this represents about 60% of the teaching staff*). Gathering valid data on Credit accumulation – we have only been able to monitor progress across 2 semesters. Currently, this data may serve only as a baseline for future analysis.

Our focus was to shift the paradigm at Catholic Central among staff and students. Results of a teacher survey provide strong evidence to indicate that this is truly happening:

- In a teacher survey, more than 80% of the respondents indicated that they felt

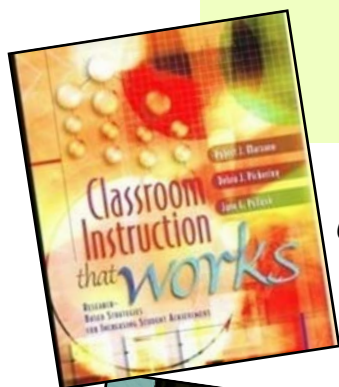
unprepared to deal with the ELLs in their classrooms prior to any in-service

- 90% of respondents felt better prepared to effectively deliver curriculum to their ELLs **after** the PD sessions
- Teachers were asked to rate the information provided in the PD sessions as to how it has **affected their teaching practice** (1: Low — 5:High):
 - ◊ 80% chose a rating of 4 out of 5
 - ◊ 20% chose a 5 out of 5 rating

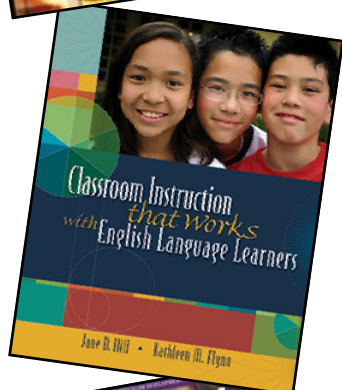
- **OSSLT Results** have shown a dramatic increase school-wide with 74% of Catholic Central students (FTE) achieving success in 2009 compared to 61% in 2004 (13% improvement over 5 years)
 - ◊ All students - 10% increase in success rate from 64% in 2008 to 74% in 2009 for FTE writers
 - ◊ English Language Learners - success for ELLs has increased from 24% in 2004 to 50% in 2009 (26% increase in 5 years)

Resources we have used

During the two years of our project, we have had the opportunity to learn and grow from each of the excellent publications below. Considering the limited time that teachers have to read through these valuable resources, we have carefully extracted the most important and relevant items needed for the teachers of English Language Learners and their teachers.



*Classroom Instruction That Works,
Research-Based Strategies for Increasing Student Achievement*
Robert J. Marzano, Debra Pickering, Jane E. Pollock, 2002



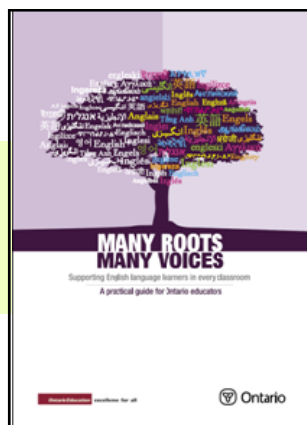
*Classroom Instruction That Works with
English Language Learners*
Jane D. Hill, Kathleen M. Flynn, 2006



Educational Leadership
ASCD, Association for Supervision and Curriculum Development

“... the ideas and manipulatives are fantastic for ALL students.”

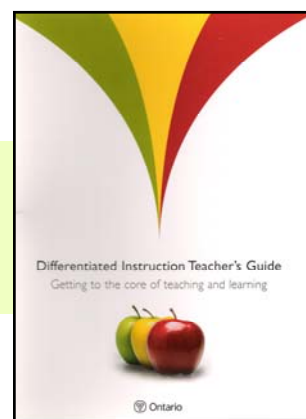
Teacher



*Many Roots, Many Voices:
Supporting English Language
Learners in Every Classroom*
Ontario Ministry of Education, 2007



*The Literary and Numeracy
Secretariat*
Ontario Ministry of Education
Regular Publication



*Differentiated Instruction
Teacher's Guide*
Ontario Ministry of Education, 2007

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Making a Difference in Every Classroom

Good Pedagogy

During this project, it quickly became abundantly clear that strategies used to reach English Language Learners have been beneficial for all Catholic Central learners.

Mission Statement

Catholic Central High School will endeavour, through acceptance and respect, to embrace the strength that lies within our diversity. Through meaningful collaboration, our school community will provide authentic, differentiated opportunities for learning, thus unlocking the full potential of the English Language Learner (E.L.L.). This dedication for life-long learning, shared experience, and mutual growth, will provide the foundation for active citizenship in the broader community.

The Future

We recently had the experience of presenting at the Celebrating Linguistic Diversity Conference at OISE in Toronto, in May, 2009. Our audience was comprised of mostly ELL teachers, consultants, and administrators from various boards across Canada and the United States. We garnered much interest when we introduced ourselves as classroom teachers of English and Mathematics, not ESL specialists, or ESL/ELD teachers. We have continued to view our positions as a strength when we conduct sessions with fellow classroom teachers. With thirty years of combined teaching experience in mainstream classrooms, we bring credibility and

authenticity to our sessions. At the conference, our presentation of the model we use was extremely well received by the group of educators. We received several requests for our PD Package, our Quick Reference cards, and our OSSLT posters. We have shared our resources electronically. Based on follow-up feedback, we are planning a presentation in Windsor in the Fall.

We also look forward to refining our resources. With each session, teachers have provided us with valuable insight, unique to their discipline.

More long-term data surrounding credit

accumulation among ELLs will become available and continue to inform our practice. Furthermore, we also anticipate having the chance to analyze teacher practice more closely.

One of our goals would be to see the realization of this type of preparation for teacher candidates at Faculties of Education.