



Tips and Tactics for Working with English Language Learners

Category: Meeting All Learner Needs

Workshop Overview

Following is a general overview of this workshop, including desired participant outcomes, an explanation of the workshop’s alignment with Learning Forward Standards for Professional Learning, and resources that are included in print and electronic form.

Category: Meeting All Learner Needs

Duration: Full workshop – 3 hours

Desired Outcomes:

Participants will...

- Understand concepts related to teaching English language learning (ELL) students.
- Identify and apply teaching strategies and techniques used with ELL students.
- Identify various means of assessing ELL students.

Learning Forward Standards for Professional Learning:

- **Learning Communities:** Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Leadership:** Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- **Resources:** Requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Data:** Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **Learning Designs:** Integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Applies research on change and sustains support for implementation of professional learning for long term change.
- **Outcomes:** Aligns its outcomes with educator performance and student curriculum standards.

Resources in This Binder:

- Handouts
 - Handout: Our Legal Obligations to English Language Learners
 - Workshop Agenda
 - Attendee Notes
 - 3-2-1 Evaluation Form
 - Certificate of Completion
- “Think About It” Exercise
- Ready, Set, Go Planning Activity



Topic Outline

Understanding the general flow of topics to be covered is an important part of giving a strong presentation. This allows the presenter(s) to lead effective group discussions and speak extemporaneously. Following are the main topics covered in this PowerPoint presentation. As you prepare to give the workshop, you may want to refer to this page often.



Main Topics:

1. Who Is an English Language Learner?
2. What You Should Know About ELL Students
3. How Do ELL Students Learn?
4. Teaching Strategies and Techniques for ELL Students
5. Assessing ELL Students

Subtopics:

- 1. Who Is an English Language Learner?**
 - a. Definition
 - b. Other Information About ELL Students
- 2. What You Should Know About ELL Students**
 - a. Legal Mandate
 - b. Respecting Cultural Differences
 - c. Proficiency
- 3. How Do ELL Students Learn?**
 - a. Factors Affecting Learning for ELL Students
 - b. Reasonable Expectations for ELL Students
- 4. Teaching Strategies and Techniques for ELL Students**
 - a. Foster a Positive Classroom Environment
 - b. Use Sentence Starters
 - c. Use Interactive Bulletin Boards
- 5. Assessing ELL Students**
 - a. Preliminary Assessments
 - b. Formal and Informal Assessments
 - c. Explaining Assessments

Presentation Outline



This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in bold print show the approximate total time needed for that topic, which includes the approximate times for the activities, shown in parentheses.** You might consider keeping this page within reach during the presentation.

Section of Presentation	Slide #	Timing (mins)
Getting Started		
Introduce self, co-teacher, participants	1-2	
Explain materials issued to participants		
Cover objectives (from Workshop Overview)	2	5
Activity – Language Game	3	(5)
Topic 1 – Who Is an English Language Learner?	4-6	5
Topic 2 – What You Should Know About ELL Students	7-10	15
Discussion Point – ELL Students in School	7	(5)
Topic 3 – How Do ELL Students Learn?	11-15	45
Activity – Think, Pair, Share	12	(10)
Activity – Stages of Second Language Acquisition	14	(15)
Break		
Topic 4 – Teaching Strategies and Techniques for ELL Students	16-20	50
Activity – Teaching Demonstration	20	(30)
Topic 5 – Assessing ELL Students	21-25	30
Activity – High-Stakes Testing	24	(15)
Activity – Reflection	26	(5)
Closing Thoughts	26-27	5
Total of 2 hours and 45 minutes (not including break)		

Helpful tip!

This workshop can be broken up into shorter sessions so that you can adapt the presentation according to your time constraints.

“Think About It” Exercise



Have staff complete this exercise to begin implementing what they learned during the workshop. Distribute this document to staff by attaching the file to the Next Day Follow-Up Email, or make copies for the staff.

1. Describe how your perceptions of English language learners have changed after this workshop. How will these changes affect the way you interact with these students?

2. Are there any aspects of working with ELL students that the workshop did not cover? What are they, and how do you suggest addressing these aspects?

3. Which teaching strategies and techniques for ELL students that were presented in the workshop would be applicable to your present situation? How are you going to apply these strategies to the classroom?
