

SLPS TESOL ExcELLEnce

Issue 6

February, 2019

Teacher of the Month

Congratulations to Brittani Allen, an ESOL Teacher at Woerner!

Mrs. Allen is excellent at keeping track and motivating the students at Woerner to continue to read bilingual books. With her support Woerner ELLs has checked out a total of 80 books from the ESOL Bilingual Library through the subscription.



Honorable Mentions for the Month

Connie Berry, an ESOL teacher at Mann, for student, parent, and program support.

Julia McDonnell, and ESOL teacher at Dewey, for student and program support.

AnnMarie Maher, an ESOL teacher at Gateway STEM, for student and program support.

Theresa Klebert, an ESOL teacher at Roosevelt, for student, parent and program support



Congratulations to Dr. Alla Gonzalez Del Castillo Digital Equity Advocate of the Year!



"Making IT Happen" is an internationally recognized awards program for educators and leaders in the field of educational technology integration in K–12 schools. The Making IT Happen award is sponsored by the [International Society for Technology in Education](#). Each year the Midwest Education Technology Community (METC) Conference honors teachers and leaders who are truly Making Instructional Technology Happen in their school communities, going above and beyond the norm.

This year Dr. Gonzalez Del Castillo, Director of the SLPS ESOL Program, was recognized by the International Society for Technology in Education and received the Digital Equity Advocate Award. The award recognizes and honors Dr. Gonzalez Del Castillo who demonstrates exemplary work, challenges the status quo, helps make equitable decisions concerning technology infrastructures and/or provides information and resources as a model for teaching, learning and leading in the digital age in support of equity.

INSIDE THIS ISSUE

- 1- TEACHER OF THE MONTH/HONORABLE MENTIONS/DIGITAL EQUITY ADVOCATE OF THE YEAR
- 2- PARENT TEACHER CONFERENCE/ESOL BENCHMARK #3/THE BILINGUAL LIBRARY SUBSCRIPTION/ ESOL PARENT MEETING #4
- 3- MEASURING THE LEARNING IMPACT
- 4- CO-TEACHING COHORT 2018-2019 HIGHLIGHTS
- 5- CALENDAR OF EVENTS



Language Access Services Parent Teacher Conferences

March 21-22, 2019

Submitted by Fatima Rhodes, Translator/Interpreter

In preparation for district's Parent Teacher Conferences, the ESOL program continue providing the following supports:

1. **Translated Report Cards** are available to share with parents. Here is the link to downloading the translated report cards: <https://www.slps.org/Page/31597>

2. **Telephonic interpreting services** are also available during the week of Parent Teacher Conferences, March 18-22. Teachers should contact their principals to obtain the code along with instructions prior to the conferences.



The Bilingual Parent Library Subscription Reminder

Submitted by Tuyet Nguyen, ESOL Bilingual Parent Specialist

Thank you to all the Elementary ESOL teachers that participated in the Bilingual Parent Library Subscription! Your additional support and organized effort increases our literacy effort. As a reminder, there are a number of books that are overdue. Please encourage your students to return overdue books. We will continue the subscription through the end of April and should have all books back by May 23rd.

SLPS ESOL Benchmark #3

Submitted by Heather Tuckson & Elena Okanovic, ESOL Coordinators

As part of the SLPS ESOL Program reclassification criteria, the End of the Year Benchmark window will be open starting March 18th, 2019. All necessary materials will be delivered to your school prior to the start date. Please inventory the materials prior to the assessment. You may request additional copies from your ESOL coordinator or access them on L-Drive to make additional copies.

The administration and scoring window is open until April 12th. It is recommended to administer the test during your ESOL instructional times as much as possible to minimize changes in students' and content teachers' daily instructional routines.

Upon completion of scoring the assessment, enter the results into the Portfolio Evidence tracker on One Drive. This will also provide with necessary information of students who may be considered for reclassification prior to ACCESS 2019 scores are released. ESOL coordinators will begin scheduling the final reclassification meetings in May. Due to the inclement weather during the ACCESS administration window, it is possible that the scores will be released around May 15th.

ELA/Social Studies					Math					Science			
Listening	Reading	Speaking	Writing	Total	Listening	Reading	Speaking	Writing	Total	Listening	Reading	Speaking	Writing
M	D	A	M	2	E	M	M	A	5				
A	D	A	M	1	E	M	A	A	3				



ESOL Parent Meeting #4 April 10, 2019

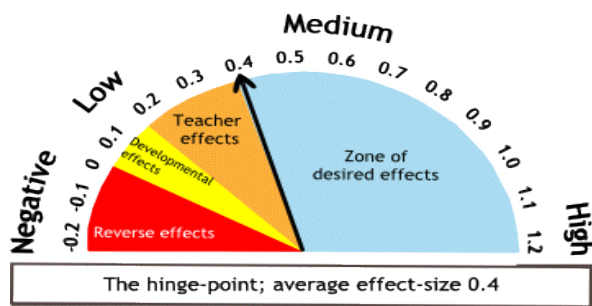
Submitted by Tuyet Nguyen, ESOL Bilingual Parent Specialist

Thank you to all teachers who volunteered for the previous Parent Meetings this year! Our last ESOL parent meeting for the year is quickly approaching. During the meeting parents will have an opportunity to learn about interpretation of standardized test scores and opportunities to attend the Summer School 2019.

If you would like to volunteer for this event, please contact Tuyet Nguyen, ESOL Bilingual Parent Specialist, tuyet.nguyen@slps.org for more information.

Measuring the Learning Impact: Noticing What Works

Submitted by Elena Okanovic, ESOL Coordinator



Source: Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. New York, NY: Routledge.

Upon completion of each lesson many of us self-reflect that the lesson went well because the students “enjoyed the lesson and that they paid attention.” Dr. Hattie notes (*Visible Learning for Literacy*, 2016) that while it is important that students experience joy at school along with well behavior and attentions as necessary conditions for learning, it is insufficient to simply define “a good lesson.”

Dr. Hattie in his *Visible Learning for Literacy*, 2016, stated, “We believe that it is teachers’ professional responsibility to determine how the lessons they develop and deliver impact students’ learning.”

As educators, we know the impact of learning we have on students. What are some ways to measure the impact? Before we find out a simple way to measure the impact of learning, Dr. Hattie reminds us of couple of things:

1. Lessons should have clear learning intentions. It would be hard to determine whether students have learned something if they (and we) aren’t sure what it was they were supposed to learn. (Content and Language objectives for ELLs)

2. Lessons should have clear success criteria. The success criteria provide the tools necessary to assess learning. If the success criteria involves writing about history, then learning has to involve both writing and content-area learning. (criteria, rubric)

3. The success criteria indicate what quality looks like. To determine whether or not learning has occurred, students and teachers have to know what success looks like. (models)

4. Students should know where they stand in relation to the criteria for success. When students have no idea if they have done well or not, learning is compromised. (opportunities for students to self- assess)

Calculation of an effect size of student learning could be done in an Excel spreadsheet using formulas for calculating average and standard deviation. According to Dr. Hattie’s extensive research on effects sizes, the zone of desired effects of the leading impact begins at 0.40 (see the Dr. Hattie’s Barometer of Influence above).

Here’s the formula of how a teacher may calculate their students’ learning impact:

$$\text{Effect Size} = \frac{\text{Average (Post- assessment)} - \text{Average (Pre-assessment)}}{\text{Average standard deviation or SD}^*}$$

See a class sample below :

Name	Pre	Post	Individual Effect Size
Alexander	3.5	4.5	1.15
Alexis	2.5	3	0.57
Alyssa	4	4.5	0.57
Ana	4	5.5	2.30
Andrea	3.5	5	1.72
Angel	4	6	2.30
Bianca	4	5	1.15
Caitlin	5	6	1.15
Elena	4	3.5	-0.57
Elisabeth	4	4.5	0.57
Emir	3.5	5	1.72
Gabriel	1.5	1.5	0.00
Giovanni	3	3.5	0.57
Irvn	3.5	5	1.72
Isaiah	5	5.5	0.57
Jerod	3.5	4	0.57
Jorge	3	4	1.15
Jose	4.5	5.5	1.15
Joshua	3.5	5	1.72
Kassandra	3.5	3	-0.57
Keneni	3.5	5	1.72
Komad	4	5	1.15
Makala	5	5.5	0.57
Marla	4.5	6	1.72
Michael	4	6	2.30
Nick	3	5	2.30
Santiago	3.5	4	0.57
Shakira	4.5	5.5	1.15
Veronica	4	5	1.15
Wendy	3	4	1.15
Yasmin	4	5	1.15
Average	3.74	4.69	
Standard Deviation	0.74	1.03	0.88
Effect Size		1.08	

Figure 5.1

Hattie, J. (2106). *Visible Learning for Literacy*, p.139

You can aslo quickly claculate standard deviation on a number of websites, such as

www.graphpad.com/quickcalcs/CImean1.cfm

Do you want know the learning impact using pre- and post-assessments? The first teacher sharing their class/group experience calculating the impact size will be awarded a special prize. Contact Elena.okanovic@slps.org

A Quote of the Month:

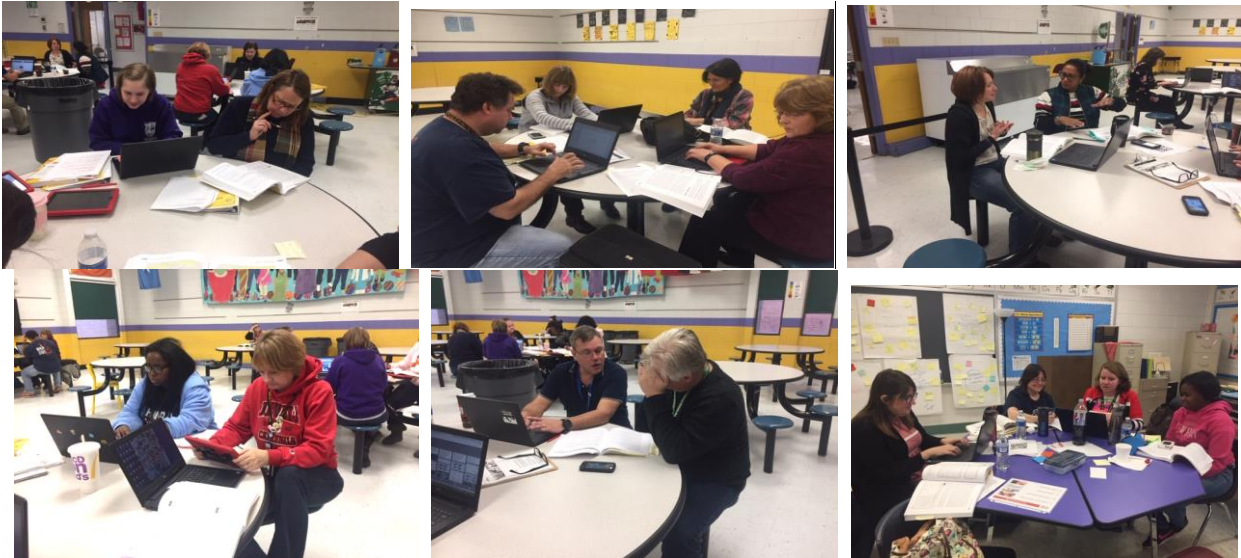


Co-teaching Cohort 2018-2019 Highlights

We learned from an expert—Dr. Andrea Honigsfeld



We Co-Planned...



We Co-taught...



We Co-assessed and Co-Reflected



Calendar of Events

Date	Event	Time	Location
March 21/22	Parent teacher conferences	vary	At your site