

The purpose of professional development is to improve student learning. What specific changes will you make in your practice as a result of this learning opportunity?

Suggestions for future professional development topics and/or ideas to support your further learning on this topic or other topic

Workshop Name: Supporting English Language Learners - Promising Practices Forum
Workshop Code: 09-EL-374
of Participants: 86
Speaker(s): Overall Conference Evaluation
Date(s): February 17, 2009

- I am able to return to school and share specific strategies with my colleagues.
- Use different approaches in the classroom – Different activities to keep students engaged.
- More hands-on and peer tutoring activities to support students instead of just me talking and lecturing.
- Work on ESL assessment, welcoming at our school
- Share with staff
- Be more organized in collecting information on intake.
- Better understand our students to provide them with needed support.
- Looking up cultural profiles of students.

- Goals and objectives for IPP
- More on language acquisition, supporting students who have no English literacy at all, as well as ideas for classes that are 100% full ESL students.
- More specifics for: ELL pull out, ELL in class, ELL basics, ELL strategies. We skimmed over topics but didn't really talk in detail.
- For teacher in each specific content area for ESL learners
- How to assess if a student is ESL (for funding)
- Vocabulary building
- Practical strategies and tools for the classroom, internet resources

Workshop Name: Supporting English Language Learners - Promising Practices Forum
Little Things Make a Big Difference (Keynote)
Workshop Code: 09-EL-374
of Participants: 86
Speaker(s): Ricardo Carlos
Date(s): February 17, 2009

- Reading strategies, writing strategies, games to play, novels/films/graphic novels, using music

Workshop Name: Supporting English Language Learners - Promising Practices Forum
Getting Started with English Language Learners: How Educators Can Meet the Challenge (Breakout)
Workshop Code: 09-EL-375
of Participants: 60
Speaker(s): Karen deMilliano & Kerri McLaughlin-Phillips
Date(s): February 17, 2009

- As a teacher at a district ESL designated site this session has been innovative! I will take this information to my administration to prepare to share among our school culture. This is our first official PD opportunity – I can't thank you enough!!
- I will be sharing the information and resources with staff at my school
- This should be mandatory for all new teachers to ESL programs. I would appreciate any further information on reading assessment practices/ESL students with?

- The array of information – extensive & exhaustive – what a great starting point!
 - Receiving the handout on the stages of second language acquisition. (x2)
 - The pamphlet on available resources.
 - Checklists (x4)
 - Confirmation of good teaching practices.
 - Overview
 - Resources (x12)
 - Effective presentation
 - Appreciated the structure/organization of presentation
 - The whole thing, as a first year teacher I have a lot to learn. Hopefully I can implement at least a couple of the strategies outlined here.
 - Practical strategies for the classroom.
 - Overview of the intake process.
 - The enthusiasm of the presenters – has helped me embrace the new job/responsibility in my position as special education coordinator.
 - Videos (x7)
 - The variety of strategies (x5)
 - This session was a great intro to working with ESL students – lots of info, list of good resources and great presentation – easy to stay alert!
 - Affirmation of resource use. Acknowledging the cultural differences. Involving all teachers who will have contact with the students and educating the entire staff.
 - Starting points for ESL programs at our school.
 - Ideas for implementing new practices that will help me to teach my ESL student more effectively.
 - It was all very informative!
 - I appreciated the BICS/CALP understanding. (x2)
 - Many practical and useful ideas.
 - The tricks, the handouts, the videos
 - Group discussions
 - Key handout to be shared with my colleagues “getting Started in English Language Learners”
 - Very practical advice, strategies, and ideas to use tomorrow and from now on in my classroom.
 - Confirmation that I am on the right track.
 - Speakers were very knowledgeable.(x2)
 - Levels of proficiency/phases/tools were all helpful.
 - Everything written down so I can read it at home too.
 - Video (second one) – building vocabulary lesson “structure” – student engagement – SMART Board tool
 - Reassurance that it may take a year for my students to speak.
 - Gained a better understanding of language acquisition and got a better idea of how to modify lessons instead of doing the same thing all the time – seeing what works and what doesn’t – it was excellent!!
 - “Chunk and chew” strategy I found really helpful – getting the students to process everything instead of me talking for the whole class.
 - Handouts – especially the PowerPoint
 - I was looking for “magic bullet” but now realize there are many strategies and no one way is the best.
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- I believe this can impact our entire school culture. We are re-vamping our perspective of ESL at a district site school – this opportunity has been terrific!
 - Looking up the cultural profiles of my ELL students in regards to their background knowledge.
 - Proactive planning for ELL students, family support, Tools and strategies to enhance ELL learning. (x2)
 - Sharing info with staff /colleagues (x8)
 - Be more conscientious about finding the background info on each student when they arrive in the school.
 - Incorporate some new strategies in class.
 - School based – need a staff structured intake process
 - The use of resources (x4)
 - Greater scaffolding in my classroom
 - Purposeful teaching of vocab, etc. – not relying on exposure and ? learning only.
 - Increased use of strategies (x4)
 - Lots of affirmation of what I already do.

- I will start with acquiring some of the resources to continue learning. I want to develop some ways to give students a break from learning English.
- Tools & strategies – seeing a list and thinking about how and if you use them.
- Will need to reflect on what was presented to see what I can implement into my own practice.
- Talk with staff about future direction of ESL students in our school.
- Want to bring back knowledge to school to create more of a school culture with our new students.
- Look at finding pull out opportunities.
- Patience in 2nd and 3rd year of ESL
- I'll try to be aware of every needs of my students!!! And try to speak slowly, have more posters...
- We will work harder to integrate culturally inclusive information / CIC, website and multilingual supports.
- I need to be more proactive with sharing best practices with my colleagues and use common language so that we set goals for ELL's as a group.
- Information for the regular classroom teacher and how I can support them as an ESL coordinator.
- My role is at division office – develop a one-pager for teachers – Day 1 of having an ESL student, develop intake protocol to help ease the initial entrance, make resources available to help teachers, do a better job of networking our teachers across the division.
- Try to get more time for the ESL students.
- Order some resources i.e. "Benchmarks" (need good non-fiction books) (x2)
- Reinforces – the need for an ESL progressive program for students with no English language to those with some (addresses the continuum).
- Use choral response definitely as well as peer tutoring – getting them to explain in their own words is easier for them to remember than "teacher talk" is.
- Adding more accommodations to my practice (i.e. field trips)
- Use the pink sheet and more media/pictures
- I am looking at developing PD and gathering resources – so this was an excellent session for me – learned a lot!

Workshop Name: Supporting English Language Learners - Promising Practices Forum
Teaching in the Content Areas for English Language Learners (Breakout)

Workshop Code: 09-EL-376

of Participants: 26

Speaker(s): Joyce Purdy & Christine Cao

Date(s): February 17, 2009

- The information/graphic organizers/handout material will be valuable when shared with teachers of ELL students in my school. (x2)
- More graphic organizers, key vocabulary (x2)
- Be more conscious about deliberately teaching ELL students.
- Better structure to address where the ELL students is in order to plan appropriate learning goals.
- Some great "take it and use it" materials were provided that I can use right away.
- Utilize the graphic organizers to help build and implement vocabulary.
- I will take back some of the examples/suggestions for building academic vocabulary. I liked the "concept bin" idea.
- Always looking for hands on, practical resources.
- KWL charts, concept bins, high level questioning
- Application of scaffolding strategies to be shared with ESL teachers, strategies for teaching vocab/content areas.
- Concentrate on the 5 expository text structures and vocabulary with them.
- I really like the jigsaw activity. It might have been even better if there have been focus definitions but overall excellent.
- Being more aware of the language features of content area texts and how they can be focused on individually or as a group (analyzing paragraphs).
- Work on more specific strategies for ESL students.
- Post the charts to help all learners better understand text structure.
- Use questioning matrix as a basis for building questions.
- Not so much time in groups, but more time getting through booklet.

- Less reading from PowerPoint slides, provide anecdotes rather than re-read information.
- Make the session/handout more content area specific (science, SS, etc.).
- More time was needed.
- Survival kits for the non-verbal English Language Learners.
- Engaging ELL learners – specific to div. 1. Hands-on trying lessons, lesson sharing with other teachers teaching ELL Learners.
- Resources to use.
- This would be very useful to present in the context of div. 4 classrooms specifically.
- What is “the” quintessential vocab list/website to work from when deciding what words to teach K-5’s (you know how we have the Dolch word list – various spelling lists).
- This workshop might have been better for some if secondary/elementary were broken into groups. I’d like to do the same workshop again.
- More on assessment.
- Provide it again so others can attend.
- Would have like more specific info but can apply what I got.

Workshop Name: **Supporting English Language Learners - Promising Practices Forum
Assessment Works for English Language Learners (ELL), Too!
(Breakout)**

Workshop Code: **09-EL-377**

of Participants: **26**

Speaker(s): **Karen deMilliano & Kerri McLaughlin-Phillips**

Date(s): **February 17, 2009**

- I am more aware of the appropriateness of assessments in Alberta.
- Not enough time to include the activities meaningfully – too many. More time devoted to using the tools – alternative methods of assessment – how and for what situations.
- Combined various assessment practices.
- Meet with staff to discuss content.
- Try to get more information that comes from schools to parents in their own language.
- Culturally responsive teaching.
- More ESL sessions on: assessment, strategies, literacy, differentiation, etc.
- How to administer these assessments.
- Need more info re: classroom assessments on ongoing basis.
- How to support in the classroom.
- Would have liked discussion of where assessment/resources can be accessed through school.

Workshop Name: Supporting English Language Learners - Promising Practices Forum
Tips for Teaching English Language Learners in the Classroom (Breakout)

Workshop Code: 09-EL-378

of Participants: 44

Speaker(s): Marilyn Abbott

Date(s): February 17, 2009

- Great resources to bring in.
 - I like the strategies and SIOP Protocol.
 - I love the checklists to show adaptations.
 - Share handouts with colleagues at your school who are feeling overwhelmed.
 - Pass onto others the information.
 - Using the SIOP to monitor my teaching practices.
 - Need to look at overall program in school and implement slowly.
 - Some strategies discussed with my table group would be useful.
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- More time for group engagement to bounce ideas on how to apply strategies.
 - More info in grammar, e.g. essential grammar structures and the order they best be taught.
 - Application of above strategies combined with use of technology.
 - It would have been nice to see a few of the online TESL presentations.

Workshop Name: Supporting English Language Learners - Promising Practices Forum
Fort McMurray Public Intake Protocol – Supporting English Language Learners (Breakout)

Workshop Code: 09-EL-379

of Participants: 16

Speaker(s): Ray Campbell, Myrna Matheson & Dawn Gerriets

Date(s): February 17, 2009

- Our current ESL intake protocol, information, overall understanding of ESL challenges and students/"parents" perceptions.
 - Visual handouts for students with school info.
 - Changes to current practice re: intake.
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- Programming for ESL classrooms/pull out programs.

Workshop Name: Developing Intercultural Skills in the Second Language Classroom

Workshop Code: 09-EL-386

of Participants: 70

Speaker(s): Milton Bennett

Date(s): February 17, 2009

- It was helpful to see different ways to "say" what you teach.
- Increased communication styles that we learned today will help me to understand my students better.
- I feel better equipped to know how to approach people at different stages of the DMIS.
- I will try to teach students eye contact in SL, and I will encourage students to ask questions about culture and cultural areas of interest.
- I will promote greater understanding and acceptance of differences.
- I will analyze ways of incorporating intercultural skills development into my unit plans, and I plan to find activities to promote intercultural skills awareness.
- I will engage students to share more about their cultures with each other.

- Teaching tips that go beyond just learning “vocabulary”
- Specific practical strategies for teaching intercultural sensitivity. (x2)
- How to integrate/explore international development in the classroom.
- What are the best ways to teach culture in the school?
- Learning activities for different stages of development.
- A follow up workshop.

Workshop Name: The English Language Proficiency Benchmarks Supporting English Language Learners K - 6

Workshop Code: 09-EL-403

of Participants: 14

Speaker(s): Karen Roth

Date(s): May 7, 2009

- Become familiar with benchmarks and learn how to evaluate student progress.
- I can use the tracking document.
- Be more specific and focused on a couple of benchmarks only, per term!
- More efficient use of the Benchmarks.
- Encourage whole school approach to ELL. Buy resources.
- Share information with Special Education Coordinator.
- I will seek out the benchmark document to help in planning for my ELL learners as well as a reference to assist me in assessing my regular students’ language “benchmarks”.
- Use tracking documents.
- I will take more time with my ELL students to figure out where they are at (Proficiency Levels) and where they are going.
- I have specific strands to be looking at to work with my ELL students.
- Too much information for one session. Maybe split the session over two days and allow for using information to evaluate.
- On assessment and strategies.
- Further ESL PD – specific to strategies.
- Best practices. Strategies effective for ELL.
- I continue to need SMART board sessions for beginners as well as continued support for the new Gr. 4 math curriculum.
- Cued English for the multi-sensory approach to language acquisition.
- A session on strategies and resources to use with ELL students.
- Resources and ways of performing and using assessments.

Workshop Name: The English Language Proficiency Benchmarks Supporting English Language Learners K - 6

Workshop Code: 09-EL-404

of Participants: 8

Speaker(s): Karen Roth

Date(s): May 8, 2009

- Overall planning with regard to intake processes in our school division.
- Tracking student achievement of ELLs.
- Engagement – review benchmarks again.
- Organize instructional groups, ascertain levels of functioning, order teacher support resources, inservice staff at school.
- This workshop gave me a way to examine and reflect upon how I work with and assess my ELL students.
- Provide more curriculum focused pre-teaching.
- Certainly on the ESL publication coming out in Fall 2009.
- More detail, specifics on testing, assessment, etc.

- I would like to work with other teachers on creating resources at a junior high level for ELL students.
- ELL programming – hands on ideas for differentiation.

